

Volume XXXIX

MAY, 1950

Number 1

Bulletin

MEMPHIS STATE
COLLEGE



REGISTER 1949-50

ANNOUNCEMENTS 1950-51

including

GRADUATE DIVISION

Published Five Times per Year by Memphis State College
Memphis, Tennessee

Under Authority of the State Board of Education





MEMPHIS STATE COLLEGE



Member of:

The Southern Association of Colleges and Secondary Schools

The American Council on Education

The Tennessee College Association

Southern Intercollegiate Athletic Association

The Thirty-Ninth Session Will Open

MONDAY, SEPTEMBER 18, 1950

CALENDAR, 1950-1951

1950

SEPTEMBER							NOVEMBER						
....	....	....	....	....	1	2	....	....	....	1	2	3	4
3	4	5	6	7	8	9	5	6	7	8	9	10	11
10	11	12	13	14	15	16	12	13	14	15	16	17	18
17	18	19	20	21	22	23	19	20	21	22	23	24	25
24	25	26	27	28	29	30	26	27	28	29	30	....	....
OCTOBER							DECEMBER						
1	2	3	4	5	6	7	....	....	....	....	....	1	2
8	9	10	11	12	13	14	3	4	5	6	7	8	9
15	16	17	18	19	20	21	10	11	12	13	14	15	16
22	23	24	25	26	27	28	17	18	19	20	21	22	23
29	30	31	....	....	....	....	24	25	26	27	28	29	30
							31	....	....	....	....	....	....
1951													
JANUARY							MAY						
....	1	2	3	4	5	6	....	....	1	2	3	4	5
7	8	9	10	11	12	13	6	7	8	9	10	11	12
14	15	16	17	18	19	20	13	14	15	16	17	18	19
21	22	23	24	25	26	27	20	21	22	23	24	25	26
28	29	30	31	....	....	....	27	28	29	30	31	....	....
FEBRUARY							JUNE						
....	....	....	....	1	2	3	....	....	....	....	....	1	2
4	5	6	7	8	9	10	3	4	5	6	7	8	9
11	12	13	14	15	16	17	10	11	12	13	14	15	16
18	19	20	21	22	23	24	17	18	19	20	21	22	23
25	26	27	28	....	....	....	24	25	26	27	28	29	30
MARCH							JULY						
....	....	....	....	1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31	....	....	....	....
APRIL							AUGUST						
1	2	3	4	5	6	7	....	....	....	1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	....	....	....	....	....	26	27	28	29	30	31	....

COLLEGE CALENDAR—1950-51

Fall Quarter

September 16—9:00 a.m.—College Faculty Meeting
September 18—8:00 a.m.—Registration, Juniors, Seniors and Graduate Students
September 18—4:00 to 6:00 p.m.—Continued Registration of Graduate Students
September 19—Registration, Sophomores
September 20-21—Freshman Conference and Registration
September 22—Classes meet as scheduled
November 11—Armistice Day—Holiday
November 30-Dec. 3—Thanksgiving Holidays
December 13—Fall Quarter Ends

Winter Quarter

December 14-15-16—Registration
December 17-Jan. 1—Christmas Holidays
January 2—Classes Meet as Scheduled
March 17—Winter Quarter Ends

Spring Quarter

March 19-20—Registration
March 21—Classes Meet as Scheduled
March 23-25—Easter Holidays
June 4—Spring Quarter Ends
June 4—Commencement Exercises

Summer Quarter

June 7—Registration
June 8—Classes Meet as Scheduled
July 4—Holiday
July 14—First Term Ends
July 16—Registration for Second Term
August 23—Summer Quarter Ends

TABLE OF CONTENTS

	Page
College Calendar	3
State Board of Education.....	7
County and City Superintendents of West Tennessee	7
County and City High Schools of West Tennessee	8
West Tennessee County and Elementary Supervisors.....	10
College Administration: Officers and Assistants	11
Faculty Committees, 1949-50.....	12
College Faculty, 1949-50.....	13
Training School Faculty, 1949-50.....	27
Historical Statement	30
Purpose of the College.....	30
The College Plant.....	31
General Information:	
When to Enter.....	33
Dormitories	33
Room Reservations	33
What Students Furnish.....	33
Conduct	33
Hazing	33
Post Office	33
Railway and Baggage.....	34
Special Advantages	34
Co-operation	34
Superintendent's Conference	34
School Positions	34
Alumni Association	34
Loan Funds	35
Scholarships	36
Awards	36
Student Activities:	
Student Government	37
Sororities and Fraternities.....	37
Clubs	37
Honorary Fraternities	38
Professional Fraternities	38
Student Publications	38
College Auditorium	39
Student Center	39
Athletics	39
Doctor's Office	39
Fees and Expenses	40
Entrance and Credits:	
The Scholastic Year	42
General Terms of Admission	42
Entrance Requirements	42
Entrance Credits	42

TABLE OF CONTENTS—Continued

Entrance and Credits: (Continued)	Page
Advance Standing	43
Credit by Correspondence or Extension	43
The Unit of Credit	43
Quality Credits	43
The Grading System	44
Classification of Students	44
Credit Load	44
Absence, Dropping, Withdrawal	45
Change of Course	45
Scholastic Standards and Probation	45
Dean's List	45
The Honor Roll	45
Memphis Academy of Arts	45
General Degree Curriculum	46
Other Requirements for the Bachelor of Science Degree	46
Curricula for Teachers, Supervisors, and County Superintendents	47
Miscellaneous Information	47
Three-Year Pre-Professional Curriculum	47
GRADUATE DIVISION:	
College Administration: Officers and Assistants	48
Office of Administration	49
Graduate Council	49
Graduate Division Faculty	49
Historic Information	51
Organization and Scope of the Program	51
Requirements for Admission	52
Requirements for Graduation	52
Expenses	53
Library Resources	53
Living Accommodations	54
Cultural Offerings	54
Appointment Bureau	54
Master of Arts Degree in Education	54
Departments:	
Education	55
English	56
Social Sciences	57
Chemistry	57
Biology	58
Latin	58
Mathematics	58
Business Administration	58
Philosophy and Psychology	58
Application Blank	59
Departments of Instruction—Graduate and Undergraduate	
Art and Penmanship	61
Biology	63
Business Administration	70
Classical and Modern Languages	80
Latin	80

TABLE OF CONTENTS—Continued

	Page
French	83
Spanish	84
German	86
Education	87
English	101
English	101
Speech	106
Drama	107
Journalism	108
Health and Physical Education	110
Home Economics	117
Industrial Arts	123
Mathematics	128
Music	132
Philosophy and Psychology	139
The Physical Sciences	141
Aviation	141
Chemistry	142
Physics	143
The Social Sciences	147
Economics	148
Geography	149
History	153
Political Science	159
Sociology	160
Dean's List:	
Spring Quarter, 1948-49	161
Fall Quarter, 1949-50	161
Winter Quarter, 1949-50	162
Honor Rolls:	
Spring Quarter, 1948-49	163
Fall Quarter, 1949-50	164
Winter Quarter, 1949-50	165
Graduates:	
June, 1949	167
August, 1949	168
Winner of the Women's Association Award, 1949	169
Instructions to Applicants for Admission	170
Application for Admission	Last Page

STATE BOARD OF EDUCATION

GOVERNOR GORDON BROWNING.....	Nashville
COMMISSIONER J. MILLARD SMITH, Chairman.....	Nashville
HON. FRED S. ELLIOTT.....	Whitehaven
HON. R. L. FORRESTER.....	Watertown
DR. NORMAN FROST.....	Nashville
HON. W. R. LANDRUM.....	Trenton
MRS. FERDINAND POWELL.....	Johnson City
HON. BARTOW STRANG.....	Chattanooga
HON. LAWRENCE TAYLOR.....	Jackson
HON. W. R. WEBB.....	Bell Buckle
HON. SAM WILSON.....	Loudon

COUNTY AND CITY SUPERINTENDENTS OF WEST TENNESSEE

<i>County or City</i>	<i>Name</i>	<i>Postoffice Address</i>
Benton.....	BERT CAGLE.....	Camden
Bruceton.....	J. T. HERNDON.....	Bruceton
Carroll.....	R. C. AUSTIN.....	Huntingdon
Chester.....	TOM ARMOUR.....	Henderson
Covington.....	R. K. CASTELLAW.....	Covington
Crockett.....	R. E. BLACK.....	Alamo
Decatur.....	GUY KENNEDY.....	Decaturville
Dyer.....	H. C. MOORE.....	Dyersburg
Dyersburg.....	G. D. STEPHENSON.....	Dyersburg
Fayette.....	J. R. MARTIN.....	Somerville
Gibson.....	C. H. COLE.....	Trenton
Hardeman.....	QUINNIE ARMOUR.....	Bolivar
Hardin.....	HOMER SNODGRASS.....	Savannah
Haywood.....	JOE NAYLOR.....	Brownsville
Henderson.....	IRA POWERS.....	Lexington
Henry.....	JOE MORGAN.....	Paris
Humboldt.....	W. E. WILSON.....	Humboldt
Jackson.....	D. E. Ray.....	Jackson
Lake.....	JACK BREWER.....	Tiptonville
Lauderdale.....	EDRIC OWENS.....	Ripley
McKenzie.....	A. J. STEELE.....	McKenzie
McNairy.....	J. C. TAYLOR.....	Selmer
Madison.....	BRUCE BAILEY.....	Jackson
Memphis.....	E. C. BALL.....	Memphis
Milan.....	J. W. THOMAS.....	Milan
Obion.....	MILTON HAMILTON.....	Union City
Paris.....	W. O. INMAN.....	Paris
Shelby.....	SUE M. POWERS.....	Memphis
Tipton.....	EUGENE YOUNGER.....	Covington
Trenton.....	LYLE PUTNAM.....	Trenton
Trimble.....	WILTON ROBERTS.....	Trimble
Union City.....	J. A. MADDOX.....	Union City
Weakley.....	J. T. MILES.....	Dresden

COUNTY AND CITY HIGH SCHOOLS OF WEST TENNESSEE

<i>Name of School</i>	<i>Postoffice</i>	<i>Principal</i>
Adamsville.....	Adamsville.....	Carlie Hughes
Alamo.....	Alamo.....	T. H. Strange
Beech Bluff.....	Beech Bluff.....	N. B. Davis
Bells.....	Bells.....	B. J. Crider
Bethel Springs.....	Bethel Springs.....	C. L. Hendrix
Big Sandy.....	Big Sandy.....	Hildon King
Blackwell, Nicholas.....	Bartlett.....	R. B. Hunt
Bolton.....	Arlington.....	Louise B. Barrett
Bradford.....	Bradford.....	R. R. Tuck
Brighton.....	Brighton.....	J. H. Bennett
Buchanan.....	Paris.....	Kermit Kemp
Byars-Hall.....	Covington.....	J. E. Simonton
Central.....	Bolivar.....	C. B. Hanna
Central.....	Hollow Rock.....	J. T. Herndon
Central.....	Camden.....	E. J. Clement
Central.....	Memphis.....	R. E. King
Central.....	Savannah.....	R. C. Turman
Chester County.....	Henderson.....	James Williams
Clarksburg.....	Clarksburg.....	J. O. Forbes
Cloverdale.....	Elbridge.....	W. B. Hargett
Collierville.....	Collierville.....	Herman Osteen
Cottage Grove.....	Cottage Grove.....	E. G. Lovins
Crockett County.....	Maury City.....	W. H. Smith
Decatur County.....	Decaturville.....	C. R. Avery
Dixie.....	Union City, Rt. 2.....	Lester H. Allen
Dresden.....	Dresden.....	W. L. Darnall
Dyer.....	Dyer.....	M. D. Barron
Dyersburg.....	Dyersburg.....	Morgan Christian
East.....	Memphis.....	J. P. Snider
Fayette County.....	Somerville.....	J. W. Harden
Friendship.....	Friendship.....	J. F. Bailey
Gadsden.....	Gadsden.....	W. F. Latham
Gibson.....	Gibson.....	R. F. Raines
Gleason.....	Gleason.....	Chas. V. Butler
Grand Junction.....	Grand Junction.....	J. S. Smith
Greenfield.....	Greenfield.....	T. J. Mullaly
Grove High.....	Paris.....	C. G. Pitner
Halls.....	Halls.....	H. C. McCorkle
Hamlet-Robertson.....	Crockett Mills.....	Melvin Carlton
Haywood County.....	Brownsville.....	Lloyd Wilson
Henry.....	Henry.....	C. K. Pullen

CITY AND COUNTY HIGH SCHOOLS—Continued

<i>Name of School</i>	<i>Postoffice</i>	<i>Principal</i>
Holladay.....	Holladay.....	Leslie Smothers
Hornbeak.....	Hornbeak.....	C. D. Parr
Humboldt.....	Humboldt.....	W. E. Wilson
Humes.....	Memphis.....	T. C. Brindley
Huntingdon.....	Huntingdon.....	C. H. Pudor
Jackson High School.....	Jackson.....	Lowell Crane
Kenton.....	Kenton.....	J. V. Dowtin
Lexington.....	Lexington.....	W. L. Bobbitt
McKenzie.....	McKenzie.....	A. J. Steele
Malesus.....	Malesus.....	W. C. Patterson
Martin.....	Martin.....	E. B. Eller
Mason Hall.....	Kenton, Rt. No. 4.....	J. W. Roberts
Media.....	Medina.....	Joe Norvell
Mercer.....	Mercer.....	Vernon Tomerlin
Messick.....	Memphis.....	T. H. Grinter
Michie.....	Michie.....	J. B. Childers
Middleton.....	Middleton.....	L. M. Ross
Milan.....	Milan.....	J. W. Thomas
Millington Central.....	Millington.....	W. L. Osteen
Morris Chapel.....	Morris Chapel.....	N. B. Carmon
Munford.....	Munford.....	C. T. Willis
Newbern.....	Newbern.....	J. L. Mullins
Northside.....	Jackson.....	C. J. Huckaba
Obion.....	Obion.....	Quinton Atchison
Palmersville.....	Palmersville.....	W. H. Cravens
Parsons.....	Parsons.....	C. N. Hobart
Peabody.....	Trenton.....	Lyle Putnam
Pinson.....	Pinson.....	G. L. Meek
Puryear.....	Puryear.....	T. D. Taylor
Ramer.....	Ramer.....	L. G. Vaughan
Ridgely.....	Ridgely.....	V. L. DeShazo
Ripley.....	Ripley.....	B. L. Drinkard
Rives.....	Rives.....	W. L. Algea
Rutherford.....	Rutherford.....	Raymond Kenney
Saltillo.....	Saltillo.....	J. L. Webb
Sardis.....	Sardis.....	Grady Duncan
Scott's Hill.....	Scott's Hill.....	J. B. Austin
Selmer.....	Selmer.....	B. T. Kiser
Sharon.....	Sharon.....	J. R. Fisher
Shiloh.....	Pittsburg Landing.....	D. G. White
South Fulton.....	Fulton, Kentucky.....	M. N. Burrow

CITY AND COUNTY HIGH SCHOOLS—Continued

<i>County</i>	<i>Postoffice</i>	<i>Supervisor</i>
South Side.....	Memphis.....	C. H. Wadley
Spring Hill.....	Trenton.....	E. O. Jenkins
Springville.....	Springville.....	A. M. Taylor
Technical High.....	Memphis.....	J. L. Highsaw
Tiptonville.....	Tiptonville.....	L. S. Miles
Treadwell.....	Memphis.....	W. L. Maybry
Trezevant.....	Trezevant.....	J. C. Denton
Trimble.....	Trimble.....	Wilton Roberts
Troy.....	Troy.....	W. B. Forrester
Union City.....	Union City.....	S. W. Douthitt
Whitehaven.....	Whitehaven.....	F. S. Elliott
Whiteville.....	Whiteville.....	J. S. Murphy
Williams, Mabel C.....	Germantown.....	J. D. Barnes
Woodland.....	Woodland Mills.....	L. S. Betty
Yorkville.....	Yorkville.....	E. J. England
Young, J. B.....	Bemis.....	Alton Copeland

**WEST TENNESSEE COUNTY AND CITY
ELEMENTARY SUPERVISORS**

<i>County</i>	<i>Postoffice</i>	<i>Supervisor</i>
Benton.....	Camden.....	Mrs. Wylie C. Lockhart
Carroll.....	Huntingdon.....	Mrs. Sue McMackins
Chester.....	Henderson.....	Miss Della Murchison
Crockett.....	Alamo.....	Miss Naomi Kenner
Decatur.....	Decaturville.....	Mrs. Allie Mae Stevens
Dyer.....	Dyersburg.....	Mrs. Margaret Pope
Gibson.....	Trenton.....	Mrs. Jamie Carr Harris
Hardeman.....	Bolivar.....	Mrs. Oma G. Dixon
Hardin.....	Savannah.....	Miss Viola Parvin
Haywood.....	Brownsville.....	Miss Minnie McRae Powell
Henderson.....	Lexington.....	Miss Celia Utley
Henry.....	Paris.....	Miss Mary Cannon
Lauderdale.....	Ripley.....	Miss Winnie Lee Bizzell
McNairy.....	Selmar.....	Miss Kathleen Wright
Madison.....	Jackson.....	Mrs. Hilda R. Cawthon
Obion.....	Union City.....	C. D. Hilliard
Shelby.....	Memphis.....	Mrs. Arthur Rauscher
		Mrs. Elizabeth Daggon
Tipton.....	Covington.....	Miss Dorothy Flowers
Weakley.....	Dresden.....	Mrs. Joan Keadle
Dyersburg.....	Dyer.....	Mrs. States Welborn
Jackson.....	Madison.....	Mrs. Frances Barker
Huntingdon.....	Carroll.....	Miss Mary J. Allen
McKenzie.....	Carroll.....	Mrs. Annie W. Smith
Memphis.....	Shelby.....	Miss Edna Sebralla
		Mrs. Hallie Douglas
Trimble.....	Dyer.....	Mrs. C. B. Fisher
Union City.....	Obion.....	Miss Louise Oakley

COLLEGE ADMINISTRATION: OFFICERS AND ASSISTANTS

*J. Millard Smith, B.S., M.A.....	<i>President</i>
Lamar Newport, B.A., M.S.....	<i>Acting President</i>
R. M. Robison, A.B., M.A.....	<i>Dean</i>
R. P. Clark, B.S., M.A.....	<i>Registrar</i>
Flora H. Rawls, B.A., M.A.....	<i>Dean of Women</i>
James H. Taylor.....	<i>Acting Bursar</i>
Kathryn Quisenberry.....	<i>Secretary to the President</i>
Ethel Lewis.....	<i>Secretary to the Dean</i>
Clara Gowen, B.S.....	<i>Secretary to Registrar</i>
Ada M. Springfield.....	<i>Secretary to the Registrar</i>
Charlotte Watkins, B.S.....	<i>Cashier</i>
Martha Elise Davis, B.S.....	<i>Secretary to the Bursar</i>
Helen B. Leach, B.S.....	<i>Secretary to Dean of Women</i>
Virginia Crane.....	<i>Secretary, Alumni Office</i>
Helen S. Peebles, A.B.....	<i>Dietitian</i>
Mrs. Nell Haynes.....	<i>Hostess, Mynders Hall</i>
Mrs. Frances Duncan.....	<i>Asst. Hostess, Mynders Hall</i>
Mrs. Rebecca Davis.....	<i>Hostess, Boys' Dormitory</i>
Dr. A. G. Hudson.....	<i>College Physician</i>
Ray Herzog.....	<i>Engineer</i>
Margaret H. Warno.....	<i>Manager, Bookstore</i>
Margaret Wilson.....	<i>Secretary to Supervisors</i>
**John W. Richardson, B.S., M.A.....	<i>Supervisor</i>
Mary Baker, B.S., M.A.....	<i>Supervisor</i>

*On leave of absence

**Resigned Jan. 1950

FACULTY COMMITTEES, 1949-50

ADMINISTRATIVE: Administrative Officers and Chairmen of Departments.

ATHLETIC: Robison, Johnson, Curlin, Mitchell, Newport, Davis, Humphreys and Hatley.

BUILDING AND GROUNDS: Coltharp, Street, Snyder, Freeman

ENTRANCE AND CREDITS: Clark, Kaltenborn, Rudolph, Allen, Hughes.

LIBRARY: Evans, Cobb, Holmes, McNees, Rudolph.

DESOTO: Kendrick, Rudolph, McCormack, Hatley.

ASSEMBLY PROGRAM: Eaheart, Harris, McCormack, Heiskell, White

RELIGIOUS ACTIVITIES: Brown, Hudson, Lundy.

SCHOLARSHIP AND LOANS: Hayden, Smith, Henderson, Levy, Freeman.

STUDENT ACTIVITIES: Rawls, Newport, Roane, Rumble, Clark, and four class presidents.

STUDENT ELECTIONS: Mitchell, Robison, Rawls, Clark.

VETERANS WELFARE: Davis, Murphy, Virginia Johnson, R. W. Johnson, Street.

FLOWER: Smith, Rawls, Newport.

DISCIPLINE: Rawls, Robison, Brown, Clark, McCormack.

DRAMATICS AND DEBATING: Evans, Brown, White, Kniseley, Streeter.

TIGER RAG: Kendrick, Humphreys, Heatherly, Coltharp, Cobb.

PUBLIC PROGRAM: Newport, Rawls, Mitchell, G. Taylor, Harris.

COLLEGE FACULTY

1949-50

*J. MILLARD SMITH..... *President*

B.S. (1929) Memphis State College; A.M. (1930) George Peabody College for Teachers; graduate student, University of Chicago (1933); dean, Memphis State College (1933-37); State Commissioner of Education, 1938; president Tennessee Polytechnic Institute (1938-40); director of instruction, Memphis City Schools (1940-46); present position, 1946-.

LAMAR NEWPORT..... *Acting President*

B.A. (1932), Bethel College; M.S. (1940), University of Tennessee; superintendent of schools, Alamo, Tennessee, 1941; present position, 1941-.

WILLIAM CARTER ABBETT..... *Instructor, English*

B.S. (1948), Memphis State College; M.A. (1949), Vanderbilt University; military service 1941-45; present position, 1949-.

WALKER FOWLER AGNEW..... *Associate Professor, Secondary Education*

A.B. (1931), Southwest Texas State College; graduate student, University of California, 1932; M.A. (1937), University of Texas; graduate student, University of Texas, 1946-1948; instructor, University of Texas, 1947; present position, 1948-.

CRAWFORD W. ALLEN..... *Assistant Professor, English*

A.B. (1931) Harding College; M.A. (1932) University of Oklahoma; graduate study, Vanderbilt University, 1932-33, and University of Southern California, 1936-37; instructor in English and history, Abilene Christian College, 1934-36; teaching fellow in English, University of Southern California, 1936-37; instructor in English; Mississippi State College, 1938-43; professor of English, Harding College, summer, 1946; present position, 1946-.

HOLGER W. ANDERSEN..... *Associate Professor, Psychology*

A.B. (1926), Nebraska State Teachers College; M.A. (1930) University of Wyoming; Ph.D. (1937), George Peabody College; professor of education and psychology, Arkansas State College, 1937-41; professor of education and psychology, Texas College of Arts and Industries, 1941-47; professor and chairman of department of Psychology, Southwestern at Memphis, 1947-49; visiting instructor, Memphis State College, summers 1948-49; present position, 1949-.

SAM ANDERSON..... *Associate Professor, Mathematics*

A.B. (1929), Southwestern; M.A. (1932) George Peabody College; present position, 1946-.

BLANCHE CRISP BADGER..... *Instructor, Mathematics*

A.B. (1931), Winthrop College; M.A. (1932), University of Tennessee; graduate assistant in mathematics, George Peabody College, 1934-36; teacher at Ball State Teachers College, 1936-38; Agnes Scott, 1941; Winthrop College, 1942-46; New Mexico State Teachers College, 1946-47; McMurry College, 1947-48; present position, 1948-.

*On leave of absence.

COLLEGE FACULTY—Continued

WILLIAM V. BADGER.....Associate Professor, European History

B.S. (1935), George Peabody College; M.A. (1936), George Peabody College; graduate study, Harvard University, summers 1939, 1940; George Peabody College, 1941-43. Atlanta Public Schools, 1936-42; assistant in history, George Peabody College, 1942-43; Winthrop College, 1943-46; associate professor of history, New Mexico State Teachers College, 1946-47; McMurry College, 1947; present position, 1948-.

MARCIA-MARY BALL.....Instructor, Music

Mus.B. (1941); Mus.M. (1945), American Conservatory of Music; associate professor of Music, Northland College, 1945-47; present position, 1948-.

PETER BANNON.....Professor, English

B.A. (1936), State University of Iowa; M.A. (1937), Ibid.; Ph. D. (1943), Ibid. Graduate Assistant, State University of Iowa, 1935-37; Assistant Professor, The University of Nanking, 1937-42; Instructor, State University of Iowa, 1943-45; Assistant Professor, Morningside College, 1945-46; Associate Professor, Ibid., 1946-47; present position, 1947-.

EUGENE BENCE.....Instructor, Speech and Dramatics

B.S. (1933), Memphis State College; M.A. (1949) Northwestern University; instructor of Speech and English, Whitehaven High School, 1934-49; present position, 1949-.

CLARE HELMER BENNETT.....Associate Professor, Biology

A.B. (1929), Western Michigan College; M.A. (1933), University of Michigan; Ph.D. (1945), Michigan State College; supervising teacher, Albion College, 1930-1937; instructor, Miami University, Oxford, Ohio, 1939-40; graduate assistant, Michigan State College, 1940-42; Associate Professor of Biology, Northern Michigan College of Education, 1942-44; assistant professor of Biology, Bowling Green State University, 1944-48; present position, 1948-.

COLLEEN BENNETT.....Instructor, Health & Physical Education

B.S. (1948), Northwestern State College; graduate student, Texas State College for Women; present position, 1948-.

AARON M. BOOM.....Associate Professor, American History

A.B. (1940), M.A. (1941), University of Nebraska; Ph.D. (1948), University of Chicago; U.S. Navy, 1942-46; instructor in History, Roosevelt College, 1948; lecturer in history, Albion College, 1948-49; present position, 1949-.

GEORGE W. BOYD.....Assistant Professor, English

A.B., Murray State College, 1939. M.A. University of Kentucky, 1941. Graduate study, Columbia University, 1947-1948. Instructor in English, University of Kentucky, 1941-42. Lecturer in English, Brooklyn College, 1947. Lecturer in English, Hunter College, 1947-48. Present position, September 1948-.

COLLEGE FACULTY—Continued

- DORRICE BRATCHER**..... *Assistant Librarian*
 B.A. (1939) Mississippi College, Clinton, Mississippi; B.L.S. (1945), University of Chicago; teacher of English in Mississippi and Ohio high schools for five years; assistant librarian, Southeast Missouri State College, 1945-49; present position, 1949-.
- WILLIAM A. BROTHERTON**..... *Instructor, Industrial Arts*
 B.S. (1948) Memphis State College; graduate student Texas A. and M. College; present position 1948-.
- CHARLES S. BROWN**..... *Associate Professor, American History*
 A.B. (1931), Union University; M.A. (1940), George Peabody College for Teachers; principal of Capleville High School, 1924-31; instructor in history, summer school Union University, 1933; present position, 1940-.
- E. L. BROWN**..... *Librarian*
 B.A. (1931), Berea College; B.S. in L.S. (1935), Peabody Library School; M.A. (1938), Univ. of Michigan; librarian, Murray State Teachers College, 1935-1947; present position, 1947.
- E. LOUISE CAMBRON**..... *Assistant Professor, Business Administration*
 B.S. in Education (1947), State College, Cape Girardeau, Missouri; M.A. (1949), State University of Iowa; Missouri Public Schools, Teaching; Central College, Fayette, Missouri, Instructor, (1947-1949); present position, 1949-.
- DOROTHY WILSON CLARK**..... *Instructor, Mathematics*
 B.S. (1927) M.A. (1932), George Peabody College for Teachers; supervising teacher Memphis State College Training School, (1929-1934); teacher Miss Hutchinson's School for Girls, 1939-1943; present position, 1946-.
- R. P. CLARK**..... *Registrar*
 B.S. (1928) Memphis State College; M.A. (1933) George Peabody College for Teachers; instructor in mathematics, Grove High School, Paris, Tennessee (1928-34); supervising teacher, Memphis State College Training School, (1934-42); Mathematics Department, Memphis State College, (1942-46); present position, 1946-.
- MYRTLE COBB**..... *Associate Professor, Elementary Education*
 A.B. (1929), Pennsylvania College for Women; M.A. (1932), University of Pittsburgh; teacher in elementary grades, Pittsburgh Public Schools, 1929-1936, Willmette, Illinois, 1938-1939; instructor in Summer School, University of Pittsburgh, 1931-34; Mount Mercy College, 1935-1936; Northwestern University, 1939; present position, 1940-.
- R. J. COLTHARP**..... *Professor, Industrial Arts*
 A.B. (1927) Western Union College, LeMars, Iowa; M.S. (1938), Kansas State Teachers College, Pittsburg, Kansas; assistant professor, Georgia Teachers College, Collegeboro, Georgia 1941-42; Bell Aircraft Supervisor 1942-43; associate professor, Georgia Teachers College, 1943-45; present position, 1945-.

COLLEGE FACULTY—Continued

- SAMUEL ROBERT CORNELIUS**.....*Associate Professor, English*
 B.A. (1941), Maryville College; M.A. (1943), Vanderbilt University; Ph.D. (1948), University of Pittsburgh; instructor in English Literature, University of Pittsburgh, 1945-48; present position, 1949-.
- FOREST B. CRAIN**.....*Assistant Professor, Sociology*
 B.A. (1947), University of Texas; M.A. (1948), University of Texas; Graduate study Columbia University; Student assistant 1946-48, University of Texas; present position, 1949-.
- ROBERT E. L. CRANE**.....*Associate Professor, History*
 B.A. (1938), M.A. (1939), Ph.D. (1950), the University of Texas; Assistant Professor of History, Memphis State College, 1940; Supervisor, Research and Records Division, Federal Works Agency, 1942; military service 1942-1946; instructor, The University of Texas, 1946-1947; present position, 1947-.
- EDWARD I. CRAWFORD**.....*Professor, Business Administration*
 B.S. (1916) University of Washington, M.S. (1936) University of Southern California, Ed. D. (1946) New York University; practice of public accounting, 3 years; head of department of Business Administration Kansas Wesleyan College, 1940-41; Simpson College, 1942-44; Rollins College, 1944-1946; present position, 1946-.
- LUCILE D. CRAWFORD**.....*Instructor, Business Administration*
 A.B. (1924) University of Washington; graduate study University of Southern California summers 1931-36 and New York University, summer 1944; teacher in Seattle Public Schools; instructor, secretarial subjects, Rollins College, 1944-46; present position, 1947-.
- JAMES C. CRUMBAUGH**.....*Instructor, Psychology*
 B.A. (1935) Baylor University; M.A. (1939) Southern Methodist University; graduate student, Vanderbilt University, summer 1943; high school teacher, 1933-40; assistant psychologist, U. S. Army Air Forces Cadet Classification Program, 1942-45; present position, 1947-.
- ZACH CURLIN**.....*Assistant Professor, Physical Education*
 B.A. (1914), Vanderbilt University; LL.B. (1919), University of Memphis; director of physical education, Hendrix College, 1923-24; present position, 1924-.
- LEO DAVIS**.....*Associate Professor, Health*
 B.A. (1933), Bethel College; graduate student, University of Tennessee; M.S. (1941), George Peabody College for Teachers; present position, 1939-.
- PAUL B. EAHEART**.....*Assistant Professor, Music*
 B.S. (1937), Memphis State College; M.A. (1946), Northwestern University; U. S. Army bandleader, five years; present position, 1946-.

COLLEGE FACULTY—Continued

BERTIE HARVEY EVANS..... *Instructor, English*

A.B., University of Chattanooga; B.S., Peabody College; graduate study, Peabody College; assistant in English, Bethel College and Memphis State College; present position, 1946-.

HENRY B. EVANS..... *Professor, English*

B.S. (1923); M.A. (1928), Ph.D. (1938), Peabody College; dean and professor of English, Bethel College, 1928-1942; present position, 1942-.

*JOHN E. FARRIOR..... *Associate Professor, English*

A. B. 1939, M.A. 1944 University of North Carolina; Residence requirements for the Ph.D. degree completed, University of North Carolina. Instructor in English, University of North Carolina, 1943-48. Present position 1948-.

ELTON FISHER..... *Assistant Professor, Chemistry*

B.S. (1936), M.S. (1937), Brigham Young University; Ph.D. (1942), Iowa State College; Registered Professional Engineer (Chemical) (1947), Commonwealth of Pennsylvania; Graduate Assistant, Brigham Young University 1936-37; Research Fellow, Iowa State College, 1937-42; Instructor in Chemistry, North Carolina State College, 1942; Koppers Co., Inc., Fellow, Mellon Institute, University of Pittsburgh, 1942-49; present position 1949-.

DEWEY B. FOLDEN, JR..... *Instructor, Biology*

B.S. (1947), A.B. (1948), Morris Harvey College, Charleston, W. Va.; M.S. (1949), West Virginia University, Morgantown, W. Va.; Graduate Assistant in Physiology, West Virginia University; present position, 1949-.

JESSE W. FOX..... *Associate Professor, Chemistry*

B.S. (1931), M.A. (1937), George Peabody College for Teachers, graduate study, George Peabody for Teachers, summer 1943, University of Colorado, Boulder, Colorado, summer 1946; dean of students and assistant professor of chemistry, David Lipscomb College, Nashville, 1935-43; teacher of chemistry, Peabody College, summers 1942, 1943; assistant professor of chemistry, Bradley Polytechnic Institute, Peoria, Illinois, 1943-44; dean of students and associate professor of chemistry, Abilene Christian College, Abilene, Texas, 1944-January, 1947; present position, January 1947-.

MAUDE FOX..... *Instructor, English*

B.S. (1937), M.A. (1940), George Peabody College for Teachers; graduate study, University of Texas, 1944-45, University of Colorado, Boulder, Colorado, summer 1946; teacher of English, David Lipscomb College, Nashville, 1941-43; critic teacher ACC Demonstration School, Abilene Christian College, Abilene, Texas, 1944-46; associate professor of English, Abilene Christian College, Abilene, Texas, 1946-January 1947; present position, January, 1947-.

*On leave of absence.

COLLEGE FACULTY—Continued

CHESTER P. FREEMAN.....Associate Professor, Biology

B.S. (1921), Mississippi A. & M. College; M.A. (1923), Peabody College; M.S. (1927), University of Chicago; Ph.D. (1932), Peabody College; instructor in botany, Oklahoma A. & M. College, 1929-31; instructor in biology and agriculture, Ball State Teachers College, 1932-3; present position, 1934-.

*JOHN R. GORDON.....Associate Professor Sociology

B.A. (1929), Baylor University; M.A. (1932), Baylor University; graduate study, Columbia University and University of Texas; teacher and principal eleven years; instructor in sociology, Baylor University, 1946-47; present position, 1947-.

IRMA ILEEN GREER.....Instructor, Chemistry

B.S. (1944), Memphis State College; M.S. (1950), University of Arkansas; laboratory instructor in chemistry, Memphis State College, 1944-46; graduate assistant in chemistry, University of Tennessee, fall and winter quarters, 1946-47; instructor in freshman chemistry, University of Tennessee, spring quarter, 1947; present position, 1948-.

MARY FRANCIS GYLES.....Assistant Professor, European History

B.A. (1939), Woman's College, University of North Carolina; M.A. 1945, University of North Carolina; Ph.D. (1949), Univ. of North Carolina; Research Assistant, 1943-44, North Carolina State College; Fellow of Department of Oriental Languages and Literatures, 1945-46, Univ. of Chicago; Teaching Fellow Department of History, 1946-47, Univ. of North Carolina; Fellow of Belgian American Educ. Foundation, 1947-49, for European study; Memorial Fellow in History, 1948-49, Univ. of North Carolina; present position, 1949-.

GEORGE J. HARRIS.....Associate Professor, Music

A.B. (1936) Greenville College; M.M. (1947) Northwestern University; graduate study, Northwestern University, summer 1947; director of Music, Bond County (Ill.) Public Schools, 1936-42; U. S. Navy Choir Director, 1942-45; present position, 1947-.

RALPH HATLEY.....Associate Professor, Physical Education

B.S. (1936), University of Tennessee; M.A. (1950), University of Tennessee; present position, 1947-.

GROVER H. HAYDEN.....Professor, Physical Science

A.B. (1908), Peabody College, University of Nashville; graduate student, University of Chicago, summers 1912, 1913; A.M. (1928), Columbia University; assistant in chemistry, University of Nashville, University of Tennessee Medical College, 1908-11; instructor in chemistry, Jackson, Tennessee, High School, 1913-17; present position, 1918-.

*On leave of absence.

COLLEGE FACULTY—Continued

VELMA BROOKS HEATHERLY.....*Associate Professor, Modern Languages*

B.S. (1928), M.A. (1932), Peabody College; graduate study, Columbia University and The Sorbonne; supervising teacher, training school, 1932-4; present position, 1934-.

MARY L. HEISKELL.....*Associate Professor, Modern Languages*

A.B. (1917), University of Wisconsin; M.A. (1931), University of Chicago; graduate student, University of Southern California; Y. W. C. A. Secretary, Argentina, S. A., 1920-25; instructor, Spanish, North Central College, Naperville, Illinois, 1931-32; present position, 1932-.

BESS L. HENDERSON.....*Associate Professor, Home Economics*

B.S. (1921), George Peabody College for Teachers; M.A. (1927), Teachers College, Columbia University; graduate student, University of Chicago, summer of 1942; instructor in home economics, Louisiana State Normal College, 1923-26; present position, 1927-.

ROWLAND M. HILL.....*Professor, English*

A.B. 1928, Dickinson College. A.M. 1929, Boston University. Ph.D. 1941, Boston University. Instructor in English, Michigan State College, 1929-1939 Boston University 1939-40, Long Island University 1940-41, State Teachers College, Brockport, New York, 1941-42. Assistant Professor, The Citadel, 1942-44. Professor and Head of Department, Dickinson Junior College 1944-45. Associate Professor, Southwestern College of Kansas, 1945-46. Assistant Professor, 1946-48, The Citadel. Present position, 1948-.

ELMORE HOLMES.....*Associate Professor, Chemistry*

B.S. (1922) Princeton University; M.A. (1926) Columbia University; Ph.D. (1947) University of Tennessee; graduate student Massachusetts Institute of Technology, 1922; head of Science Department in Tech High School, Memphis, four years; visiting professor of chemistry, West Tennessee State Teachers College, summer 1926; technician, 1944, research assistant in biochemistry, 1944-46; instructor, chemistry 1946-47, University of Tennessee School of Biological Sciences, Memphis; present position, 1947-.

RICHARD A. HOUGHTON.....*Assistant Professor, Business Administration*

B.S. (1947), Howard College; M.B.A. (1948), Univ. of Michigan; instructor Virginia Polytechnic Institute, 1948-49; present position, 1949-.

OWEN R. HUGHES.....*Professor, Philosophy and Psychology*

B.A. (1912), University of Tennessee; M.A. (1920), Peabody College; present position, 1921-.

COLLEGE FACULTY—Continued**CECIL C. HUMPHREYS**.....*Professor, Physical Education, Director Athletics*

B.S. (1936), University of Tennessee, M.A. (1938), University of Tennessee. Instructor and coach, University of Tennessee Junior College, 1936; instructor and coach, Memphis State College, 1937-1941; special agent, F.B.I., 1941-1944; U. S. Navy, 1944-46; special agent, F.B.I., 1946-47; present position February, 1947-.

A. PEYTON HURLEY.....*Assistant Professor, Business Administration*

B.S. (1940), University of Alabama; LL.B. (1945) Southern Law University; M.B.A. (1948) University of California at Los Angeles; instructor, Business Administration, Mississippi State College, 1946-47; lecturer in Business Law, University of Southern California, 1947-48; present position, 1948-.

CHARLES CARROLL IJAMS.....*Associate Professor, Physics*

A.B. (1936) Union University; M.S. (1937) Vanderbilt University; Ph.D. (1941) Vanderbilt University; graduate assistant, Vanderbilt University; Electronics Division, U. S. Navy, 1943-47; assistant professor of chemistry, Union University, 1947; present position, 1947-.

R. W. JOHNSON.....*Professor, Geography*

B.S. (1924), A.M. (1925), George Peabody College for Teachers; Ph.D. (1936), University of Chicago; present position, 1925-.

VIRGINIA LEE JOHNSON.....*Assistant Professor, Business Administration*

B.S. (1930), Memphis State College; graduate student, Duke University, two summers, 1936-1937; M.S. (1944), University of Tennessee; present position, 1940-.

HELEN BRENTS JOINER.....*Instructor, Political Science*

A.B. (1948), Birmingham-Southern College; M.A. (1949) Vanderbilt University; assistant in French Department, Birmingham-Southern College, 1947-48; graduate assistant in Institute of Research and Training in Social Sciences, Vanderbilt Univ., 1948-49; present position, 1949-.

HELEN H. KALTENBORN.....*Instructor, Mathematics*

B.A. (1931), Barnard College; M.A. (1934), Columbia University; Ph.D. (1938), University of Michigan; research assistant, Carnegie Institution of Columbia University, 1931-36; present position, 1946-.

H. S. KALTENBORN.....*Professor, Mathematics*

B.S. (1928), Carnegie Inst. of Tech.; M.S. (1931), Ph.D. (1934), University of Michigan; instructor, Carnegie Tech., 1928-1932; University of Michigan, 1934-1937; associate professor, Louisiana Tech., 1938-1945; present position, 1946-.

COLLEGE FACULTY—Continued

FRED COLEMAN KENDRICK..... *Assistant Professor, Journalism*

A.B. (1928), Mercer University; M.A. (1947), University of Wisconsin; graduate study, summer 1931, Columbia Univ.; summers 1936-37-38-39, University of Wisconsin; graduate assistant School of Journalism, Univ. of Wisconsin 1946-47; teacher of English journalism and director of athletic publicity, Superior, Wis. State College 1947-48; asst. professor of English, Miss. State College for Women 1948-49; director of athletic publicity, Furman Univ. 1934-35 and 1935-36; present position, 1949-.

WADE KNISELEY..... *Associate Professor, English*

B.A. 1936, University of Washington. M.A. 1944, University of Washington. Graduate study and graduate assistant 1940-41, University of Washington. Instructor of Speech 1941-42, Seattle University. Instructor of Speech 1942-47, University of Washington. Graduate work and lecturer 1947-48, University of Southern California; present position, 1948-.

EDWARD DANBY LEWIS..... *Associate Professor, English*

B.A. (1929), Yale University; M.A. (1935), University of Washington; Ph.D. (1941), Yale University; instructor, University of Idaho 1941-43; Asst. professor, Warmath College, 1943; Butler Univ., 1944-45; Hamline Univ., 1946-48; Chairman, Div. Literature and Language, State Teachers College, Dickinson, N. D., 1948; present position, 1949-.

MARY DEARING LEWIS..... *Assistant Professor, English*

A.B. (1934), Sweet Briar College; M.A. (1944), The University of Chicago; instructor in English, 1944-46, and graduate student, 1946-48, The University of Illinois; present position, 1949-.

UNDINE LEVY..... *Assistant Librarian*

B.A. (1912), Certificate in Library Science (1912), Mississippi State College for Women; graduate study, University of Illinois (1918); assistant librarian, M. S. C. W., 1912-1919; cataloguer, United States Office of Education, 1919-1922; cataloguer, Kansas City, Missouri, Public Library, 1922-1925; cataloguer, Cossitt Library, Memphis, 1925-1929; present position, 1929-.

CARL H. LINDEN..... *Associate Professor, German*

B.A. (1936) Wayne University; M.A. (1937), Ph.D. (1940) University of Michigan; University of Southern California, 1941; present position, 1947-.

MOZELLE LUNDY..... *Associate Librarian*

A.B. (1934) University of Tennessee; B.S. in Library Science, Peabody Library School, 1942; present position, 1946-.

*ELNA BROWNING McBRIDE..... *Assistant Professor, Mathematics*

B.S. (1930), M.S. (1931), University of Tennessee; professor of mathematics, Harding College, 1934-35; David Lipscomb College, 1935-42; Graduate Student University of Chicago, 1949-50; present position, 1946-.

*On leave of absence.

COLLEGE FACULTY—Continued

- MARIE McCORMACK**..... *Instructor, Art and Penmanship*
Teacher elementary schools, one and one-half years; present position, 1914-.
- ROBERT W. McGOWAN**..... *Instructor, Biology*
B.A. (1946), Lambuth College, Jackson, Tennessee; M.A. (1947), George Peabody College for Teachers, Nashville, Tennessee; graduate assistant in Biology, George Peabody College, 1947; graduate student, George Peabody College, 1948; Naturalist, Division of State Parks, Tennessee Department of Conservation, 1948-49; present position, 1949-.
- CHARLES W. McINTOSH**..... *Instructor, Industrial Arts*
B. S. (1938), Kansas State Teachers College; M.Ed (1947) University of Missouri; present position, 1947-.
- C. H. McNEES**..... *Assistant Professor, Chemistry*
B.S. (1928), Arkansas State Teachers College; M.A. (1935), George Peabody College for Teachers; science instructor, University High School, Oxford, Mississippi, 1935-37; science instructor, Meridian Junior College, Meridian, Mississippi, 1937-46; present position, 1946-.
- JAMES S. MATTHEWS**..... *Associate Professor, Geography*
B.S. (1936), M.A. (1941), Kent State University; Salisbury Fellow (1948-49); Ph.D. (1949), University of Chicago; teacher of geography, Copley High School, Copley, Ohio, 1937-42; present position, 1949-.
- WILLIAM DURELL MILLER**..... *Associate Professor, American History*
B. A. (1935) University of Florida; M.A. (1943) Duke University; doctoral residence, University of North Carolina, (1946-48); Assistant Principal, John Gorrie Junior High School, Jacksonville, Florida; Vice-Consul, United State Department of State; present position, 1948-.
- WILLIAM H. MILNER**..... *Associate Professor, Business Administration*
A.B. (1916), University of Alabama; M.A. (1922) George Peabody College; graduate study, Peabody College, summers 1923-27-30, spring 1931, winter, 1942, Duke University, summer 1947; instructor Howard College, 1924-25; Superintendent of Schools, Jacksonville, Alabama, 1925-28; assistant professor Mathematics, Clemson College, 1943-47; assistant professor, Business Administration, The Citadel, 1947-48; present position, 1948-.
- ENOCH L. MITCHELL**..... *Professor, American History*
B.S. (1929), Memphis State College; M.A. (1938), George Peabody College for Teachers; graduate student, Peabody College, 1939, 1940; teacher, principal, and superintendent, twelve years; present position, 1939-.

COLLEGE FACULTY—Continued

- ELIZABETH P. MURPHY.....*Instructor, Chemistry*
B.S. (1942), Mississippi State College; chemist for E. I. DuPont de Nemours & Company, 1942-46; chemistry instructor, Mississippi State College 1946-47; present position, 1947-.
- WILLIAM J. MURPHY.....*Instructor, Health and Physical Education*
B.S. (1947) Mississippi State College; present position, 1947-.
- LEE N. NEWCOMER.....*Associate Professor, American History*
A. B. (1935), DePauw University; M.A. (1936) Ohio State University; Ph.D. Columbia University, (1948); instructor of history, Univ. of Akron, 1946-47; assistant professor of history, Bowling Green State University, 1947-49; present position, 1949-.
- EDWARD NOYES.....*Associate Professor, European History*
B.S. in Edu. (1938), The Ohio State University; M.A. (1940), *ibid.*; Ph.D. (1945), *ibid.*; three years secondary school work, Ohio; Professor of history, Jamestown College, Jamestown, North Dakota, 1945-1946; assistant professor of history, Fenn College, 1946-47; present position, 1947-.
- MORTON PAGLIN.....*Assistant Professor, Economics*
A.B. (1943) University of Miami; graduate student and teaching assistant, 1943-48, University of California; completed residence for doctorate, 1948, University of California; instructor in Economics, 1949, Louisiana State University; present position, 1949-.
- EVELYN HOGE PENDLEY.....*Instructor, English*
A.B. (1938) Berry College; M.A. (1941) Emory University; special courses, Winthrop College, Converse College, Shorter College; teacher of English in Georgia Public Schools, 1939-41, 1945-46; assistant instructor in English, The Draughon School of Commerce, Atlanta, 1941-42; substitute teacher, Memphis City Schools, 1947-49; present position, September 1949-.
- GEORGE V. RADCLIFFE.....*Instructor, Industrial Arts*
B.S. (1941), Kearney State Teachers College, Kearney, Nebr.; M.Ed. (1949), Texas A. & M. College, College Station, Texas; instructor, 12 years Nebraska Rural Schools; 6 years Iowa Senior High School; Army Air Force, two years, C.B.I. Theatre; present position, 1949-.
- FLORA H. RAWLS.....*Dean of Women*
B.A. (1925), M.A. (1930), Vanderbilt University, high school teacher English and Latin eight years; supervising teacher of English and Latin and principal of the Training School, 1930-46; present position, 1947-.
- ELMA ROANE.....*Instructor, Health and Physical Education*
B.S. (1940), Memphis State College; M.A. (1943), University of Tennessee; teacher at Treadwell High School 6 years; present position, 1946-.
- JAMES TROY ROBISON.....*Associate Professor, European History*
B.Ed. (1936), Southern Illinois University; M.A. (1939), Ph.D. (1948), University of Colorado; graduate work, Univ. of Illinois, 1940-1942-1943-1945; Research Fellow, Univ. of Colorado, 1945-46; Associate Professor History and Political Science, Millsaps College, 1946-49; present position, 1949-.

COLLEGE FACULTY—Continued

- R. M. ROBISON..... *Dean*
 A.B. (1924), Southwestern; graduate student, University of Tennessee, summer, 1927; M.A. (1931), George Peabody College; principal Training School, 1933-36; Bursar, Memphis State College, 1936-43; Registrar, 1943-46; present position, 1946-.
- A. S. RUDOLPH..... *Professor, Biology*
 B.S. (1924), Western Kentucky State Teachers College, Bowling Green, Kentucky; M.S. (1929), University of Kentucky; graduate student, University of Chicago, summer 1930; Ph.D. (1938), Iowa State College; Head of Department of Science, Bethel College, 1924-42; Associate Professor of Science, State Teachers College, Troy, Alabama, 1942-45; present position, 1945-.
- HEBER ELIOT RUMBLE..... *Professor, Secondary Education*
 A.B. (1924), Oakland City College; M.A. (1933), Ph.D. (1943), University of Illinois; student, University of Wisconsin, 1926; University of Illinois Cooperating Teacher, Head of Science Department and Director of Audio-Visual Aids, junior and senior high schools, Champaign, Illinois, 1928-1943; principal of the Community High School, Havana, Illinois, 1943-46; present position, 1946-.
- EARL E. SHEPHERD..... *Instructor, Economics*
 A.B. (1946) Colorado State College of Education; social science teacher, Wheatland, Wyoming, 1946-47; graduate student, Colorado State College of Education, 1946-47; present position, 1948-.
- *PAUL H. SISCO..... *Instructor, Geography*
 B.S. (1934), Memphis State College; M.A. (1947), George Peabody College for Teachers; teacher and principal of elementary and high school, ten years; present position, 1947-.
- RALPH P. SLEDGE..... *Instructor, Physics*
 B.S. (1932) Virginia Military Institute; Sound and Flash Division U.S. Army, 1940-44; Staff and Faculty, Department of Observation, Field Artillery School, U.S. Army, 1944-46; photographer-in-charge, Methodist Hospital Photographic Department, Memphis, 1947-48; present position, 1948-.
- NELLIE ANGEL SMITH..... *Professor, Latin*
 B.S. (1920), M.A. (1920), Ph.D. (1924), George Peabody College for Teachers; professor of Latin, State Normal School, Florence, Alabama, 1920-27; present position, 1927-.
- PAULINE L. SMITH..... *Instructor, English*
 A.B. 1931, University of Kentucky, M.A. 1935, University of Chicago. Graduate study, Peabody College, summers, 1941-45, 1947-48. Sullins College, 1944-45. Ward-Belmont College 1945-January, 1947; present position, 1948-. Resigned April 30, 1950.
- L. E. SNYDER..... *Instructor, Geography*
 B.S. (1931), M.A. (1932), George Peabody College for Teachers; instructor in high schools, ten years; present position, 1933-.

*On leave of absence.

COLLEGE FACULTY—Continued

- JOHN A. SOBOL**..... *Instructor, Geography*
B.S.E. (1942), State Teachers College, Fitchburg, Massachusetts; military service, 1942-1946, instructor; M.A. (1949) Clark University, Worcester, Massachusetts; present position, 1949-.
- JESSE W. SPICELAND**..... *Assistant Professor, Business Administration*
B.S. (1947), Southern Illinois University; M.S.B.A. (1948), Washington University; graduate work in Washington University and St. Louis University (1948). Graduate Assistant in economics and Business Administration, Washington University, 1947-48; Associate Professor of Business Administration, Missouri Valley College, 1948-49; present position, 1949-.
- CALVIN M. STREET**..... *Associate Professor, Industrial Arts*
B.S. (1939), Memphis State College; M.A. (1946), University of Tennessee; teacher Hardeman County Schools three years; present position, 1939-.
- DONALD C. STREETER**..... *Associate Professor, English*
B.S. 1933, University of Minnesota; M.A. 1938, Ph.D. 1948, State University of Iowa; Graduate assistant in Speech 1939-41, State University of Iowa; College Instructor, Assistant professor of Speech, 1941-42, 1945-48, Southwest Texas State College, San Marcos, Texas; University of Houston, and State University of Iowa; present position, 1948-.
- LORRAINE FRICK STREETER**..... *Instructor, English*
B.A. 1929, Cornell College, Mt. Vernon, Iowa; M.A. 1939, State University of Iowa; Instructor in English, Southwest Texas State College, San Marcos, Texas; present position, 1948-.
- MARK McCOY TARRY**..... *Instructor, Physical Education*
B.S. (1936) Western State College; M.S. (1949), University of Kentucky; teacher Brewers High School 1938-48; present position, 1948-.
- GASTON B. TAYLOR**..... *Instructor, Music*
B.Mus.Ed. (1937) Murray State College; graduate study, Northwestern University, summer 1948; instrumental music director, (1942-1948), supervisor of music, (1947-48) Memphis City Schools; present position, 1948-.
- JOSEPH ROWAN TAYLOR**..... *Associate Professor, Business Administration*
BS. (1942), Texas Christian University; M.B.A. University of Texas, 1949; U. S. Navy, 1942-46; C.F.A.; present position, 1948-.
- INELL TEAGUE**..... *Instructor, Business Administration*
B.S. (1936), Memphis State College; graduate student, University of Tennessee, summer of 1939; M.A. (1941), George Peabody College for Teachers; present position, January, 1948-.

COLLEGE FACULTY—Continued

- ALMA WHITAKER..... *Assistant Professor, Home Economics*
 B.S. (1929), Memphis State College; M.S. (1941) University of Tennessee; teacher in high schools thirteen years; instructor in home economics Arkansas Agricultural and Mechanical College, 1941-42; Arkansas State Teachers College, 1942-44. Present position, 1947-.
- BRADFORD WHITE..... *Associate Professor, Speech and Dramatics*
 A.B. (1934), University of North Carolina; M.F.A. (1939), Yale University; instructor (1939-42), Drama Department, University of Texas; instructor (1945-46), Wake Forest College; Graduate assistant (1946-48), University of North Carolina; present position, 1948-.
- A. EARL WILKINSON..... *Instructor, Psychology*
 B.S. (1946), North Texas State Teachers College; M.A. (1948) Southern Methodist University; teacher, Dallas Public School, one year; present position, 1948-.
- JOHN F. WILLIAMS..... *Assistant Professor, Mathematics*
 B.A. (1940), M.A. (1948), University of Tennessee; present position, 1949-.
- FRED W. WOLF..... *Assistant Professor, English*
 B.A. (1924), M.A. (1925), Pennsylvania State College; candidate for Ph.D. Vanderbilt University; Syracuse University, 1925-35; graduate fellow, University of Wisconsin, 1935-36; instructor Vanderbilt Univ., 1938-41; assistant professor, Austin Peay State College, 1947-49; study Berlin University, (summers 1928-29); present position, 1949-.
- YARBROUGH, THOMAS C. JR..... *Instructor, Mathematics*
 B.S. (1949), Memphis State College; Graduate work University of Alabama; present position, 1949-.
- EUGART YERIAN..... *Associate Professor, Speech*
 A.B. (1929), Whittier College; graduate Pasadena Playhouse School of the Theatre; directing, managing experience in commercial theatre; director Memphis Little Theatre, 1932-39; returned 1947; present position, 1947-.

TRAINING SCHOOL FACULTY 1949-50

- H. I. ROLAND.....*Principal*
B.A. (1924), Union University; M.A. (1930), George Peabody College for Teachers; graduate student (summer 1939) New York University; high school teacher in Shelby County Schools, 1924-29; principal Arlington High School, 1929-30; principal Millington Central High School, 1930-40; principal Bartlett High School, 1940-47; present position, 1947-.
- SAM H. JOHNSON.....*Assistant Principal*
B.S. (1931) Memphis State College; M.A. (1939) Columbia University; High school teacher, Maury County Schools (1932-35); Principal, Elementary Schools, Ripley, Tennessee (1935-40); Physical Education, Memphis City Schools (1940-43); Present Position, 1949-.
- PERRY ALEXANDER.....*Supervising Teacher, First Grade*
Memphis State College and George Peabody College for Teachers; first grade teacher, Paris, Tennessee, City Schools; associate director, Camp Carlyle for Girls, Hendersonville, North Carolina; present position, 1947-.
- MARIAN BENNETT.....*Supervising Teacher, Seventh Grade, English and Arithmetic*
Western Michigan College of Education (1923-24); Albion College, Albion, Michigan (1927); University of Washington, University of New Hampshire (summers 1935, 1936); B.S. (1950) Memphis State College; sixth grade teacher in Public Schools of Michigan for twelve years; present position 1950-.
- OPAL COLEMAN.....*Supervising Teacher, Third Grade*
B.S. (1925), Texas State College for Women; M.A. (1932), Peabody College; elementary teacher since 1926; present position, 1931-.
- MATTIE LOU CONNELL.....*Supervising Teacher, Fourth Grade*
B.S. (1929), M.A. (1930), Peabody College; elementary teacher in Louisiana six years; present position, 1930-.
- MARY DUNN.....*Supervising Teacher, Second Grade*
B.S. (1928), M.A. (1932), Peabody College; present position, 1924-.
- B. E. FULGHUM.....*Supervising Teacher, Physical Education*
B. S. (1930), Memphis State College; M.A. (1942), Peabody College; teacher in Shelby County Schools, 1930-36; principal Capleville School, 1936-42; physical education director, Whitehaven School, 1946-1948; present position, 1948-.
- ELBA GANDY.....*Supervising Teacher, Music*
B.M.E. (1944), Louisiana State University; M.M. (1946), Northwestern University; teacher at Millington High School, 1944-45; present position, 1946-.
- MILDRED GRAGG.....*Supervising Teacher, Fourth Grade*
B.S. (1941) Memphis State College; M.A. (1948) George Peabody College; Teacher elementary schools of Shelby County for 5 years; Bartlett High School for 3 years; present position 1949-.

TRAINING SCHOOL FACULTY—Continued

- HELEN KIRBY**..... *Supervising Teacher, Sixth Grade*
B.S. (1929), M.A. (1945), George Peabody College; teacher sixth grade, Kingsport, Tennessee, twelve years; present position, 1943-.
- EMMA LANE LEA**..... *Supervising Teacher, Social Science*
B.S. (1932), Memphis State College; M.A. (1934), Peabody College; present position, 1934-.
- JOHN ETHEL MEASELLS**..... *Librarian*
B.S. (1931), Memphis State College; M.A. (1946), Peabody College; teacher in elementary schools six years; supervising teacher, University of Mississippi, 1940-45; principal elementary school, Oxford, Mississippi, 1945-46; present position, 1946-.
- MARJORIE MESSER**..... *Supervising Teacher, First Grade*
B.S. (1943), Memphis State College; graduate student, (summer 1948) Peabody College; teacher elementary schools, Shelby County, four years; present position, 1947-.
- IRENE MOORE**..... *Supervising Teacher, Fifth Grade*
B.S. (1929), Memphis State College; M.A. (1940), University of Texas; teacher of English in high schools eight years; present position, 1929-.
- NELLE MOORE**..... *Supervising Teacher, Third Grade*
A.B. (1930), Lambuth College; M.A. (1946), Duke University; elementary teacher, Whiteville, Tennessee (1937-40); elementary teacher, Whitehaven, Tennessee (1940-48); present position, 1948-.
- ANNIE LAURIE PEELER**..... *Supervising Teacher, Sixth Grade*
B.S. (1929), M.A. (1930), George Peabody College; supervisor of elementary schools three years; present position, 1930-.
- BETTY PUCKETT**..... *Supervising Teacher, First Grade*
A.B. (1945) Vanderbilt University; graduate work, Peabody College (1948-49); elementary teacher Arlington, Virginia; present position 1950-.
- MYRTLE P. RICHARDSON**..... *Supervising Teacher, History, Mathematics*
A.B. (1931), Murray State Teachers College; graduate student, (summers, 1935, 1936, 1937), Duke University; high school teacher in Henry and Obion Counties for seventeen years; present position, 1946-. (Resigned Jan, 1950).
- NELLE CALDWELL SHORT**..... *Supervising Teacher, English and Mathematics*
B.S. (1928), M.A. (1929), George Peabody College; supervising teacher of English, Alabama College, 1928-30; present position, 1930-40, 1942-.
- JULIA THOMAS**..... *Supervising Teacher, Second Grade*
B.S. (1947), Memphis State College, elementary teacher since 1943; present position, 1947-.

TRAINING SCHOOL FACULTY—Continued

MARY ROSS TURNER.....*Supervising Teacher, Mathematics, Latin*
A.B. (1923), University of Alabama; teacher in Memphis City
Schools, 1923-28; present position, 1937-.

EVELYN WARR.....*Supervising Teacher, Third Grade*
Mississippi Synodical College; B.A. University of Mississippi;
Elementary teacher, Oakland and Somerville, Tennessee; pres-
ent position 1949-.

MARIE WATKINS.....*Supervising Teacher, Second Grade*
B.S. (1949) Memphis State College; primary teacher, White-
ville, Tennessee, 1927-28; primary and elementary teacher,
Crockett County, Tennessee, for twenty-two years; present
position, 1949-.

MILDRED R. WRIGHT.....*Supervising Teacher, Home Economics*
B.S. (1945) University of Tennessee; M.S. (1948) University of
Tennessee; M.S. (1948) University of Tennessee; Home Eco-
nomics teacher, Norris High School (1946-47); Supervising
teacher of Home Economics, Norris, Tenn. (1948-49); present
position 1949-.

HISTORICAL STATEMENT

The State Normal Schools of Tennessee were established by an Act of the General Assembly of 1909. That Act is popularly known as the General Education Bill, and included appropriations for all public school agencies of the State. It provided that thirteen per cent of the State School Fund—which was thirty-three and one-third per cent of the gross revenues of the State—should be used for the establishment and maintenance of Normal Schools.

The law vested the location and control of the Normal Schools in the State Board of Education. Acting under this authority, the State Board of Education received proposals from various cities and counties in the State for the location of the Normal Schools, and finally decided upon the location of three schools for the training of white teachers, as follows: West Tennessee State Normal School at Memphis, Shelby County; Middle Tennessee State Normal School at Murfreesboro, Rutherford County; and East Tennessee State Normal School at Johnson City, Washington County; those cities and counties having made most generous appropriations in consideration of the location of the schools. Memphis and Shelby County issued bonds for the West Tennessee State Normal School to the amount of \$350,000, and donated a site of approximately fifty acres, to which was added thirty acres, the whole forming a most beautiful campus now within the corporate limits of Memphis.

The School appropriations and the accumulation from the State fund for three years were invested in a magnificent main building and dormitory, and the institution was formally opened on September 15, 1912. The West Tennessee School, like the other State institutions, which were opened the year previous, had a most gratifying attendance from the very start; and the succeeding years have been even more successful.

PURPOSE OF THE COLLEGE

The General Education Law of 1909, which created State Normal Schools, declared their purpose to be "the education and professional training of teachers for the elementary schools of the State." The Act of 1925 provided for Teachers Colleges and declared that the function of such colleges should be to prepare teachers for the public schools of the State. In accordance with these laws Memphis State College is preparing elementary and high school teachers, instructors and supervisors in special subjects, and principals and superintendents of county and city schools.

In order to meet more adequately the educational needs of this section of the State, the name of the College was changed by the State Legislature in 1941 from "State Teachers College" to "Memphis State College." The College now offers subjects usually included in a general liberal arts curriculum, and in addition many other subjects which are demanded by the public school system of the State. It offers courses which are required for entering schools of medicine, dentistry, pharmacy, engineering, law, and other professions. These courses are given as a part of the regular program of the College and do not involve any additional expense to the State. Students expecting to enter these professions have the opportunity to take their pre-professional college work at Memphis State College. This work is fully recognized by the professional schools of the country.

In 1921 the General Assembly voted \$150,000 in bonds for building purposes for each of the three Normal Schools. The proceeds of the issue for the West Tennessee State Normal School were used by the State Board of Education in erecting a splendid men's dormitory, a commodious dining hall, and a power plant. Later Shelby County made an appropriation of \$50,000 to the School, which, with \$30,000 of local funds, was expended in the erection of a Training School on the campus.

In 1927 the Legislature appropriated \$200,000 for building purposes at the West Tennessee State Teachers College. This appropriation, together with \$50,000 of local funds, was used in the erection of a library building, a gymnasium, and an addition to Mynders Hall.

In 1929 an additional State appropriation of \$225,000 was made for building purposes, which was expended in erecting Manning Hall, in which are located the Departments of Physical Science, Biology, and Home Economics, leaving room in the main building for the enlargement of other departments.

In 1946 an additional appropriation of \$44,620 was made for the repair and alteration of the concrete N.Y.A. Building. \$21,570 of College funds were added to the appropriation and the structure was brick veneered and developed into a modern building, housing the Industrial Arts Department. This building now consists of laboratories for woodworking, metal working, drafting, lecture rooms and office spaces.

In 1948-49 a State allotment for a building program of \$796,600 was granted for alterations and repair of the Women's Dormitory, alterations and additions to the Administration Building and to the Training School. To this sum was added \$82,165 of the College general funds.

THE COLLEGE PLANT

Location.—Memphis State College is located on a campus of eighty acres in the eastern part of the City of Memphis.

Administration Building.—The main academic building is an imposing structure containing the offices of the President, Dean, Registrar, and Bursar. This building also contains individual office space for the instructors in the departments and divisions of art, business administration, classical and modern languages, education, English, mathematics, music, philosophy and psychology, and social science. The office of the director of Veterans' Affairs is located on the first floor of this building. Dean of Women's Office and Office of Director of Graduate School, and Alumni Office are located in the administration building.

Manning Hall.—The science building, erected in 1930, is named in honor of Priestly Hartwell Manning, who was the first teacher of science in Memphis State College, being a member of the first faculty which began work in the State Normal School in 1912.

The Department of Chemistry occupies the first floor and the basement level. In addition to modern laboratories and class rooms, the first floor contains the science auditorium, which is equipped for visual aids and is available for scientific lectures and demonstrations. The laboratories and the class rooms of the physics and biology departments are located on the second floor. The Department of Home Economics occupies the entire third floor of Manning Hall, which includes a demonstration apartment consisting of a living room, dining room, bed room, kitchen, closets, and store rooms.

The Library contains approximately 50,000 volumes. These books have been carefully selected by special committees. The leading magazines and periodicals are on file for the use of the students and the faculty.

The funds appropriated for the use of the Library enable the college to maintain the high standards set by the accrediting agencies.

The Library Building contains a small sound proof auditorium equipped for the specific purpose of training interested groups in the use of visual education aids. This room is also available to any department or groups who wishes to sponsor demonstrations or programs.

The Women's Dormitory is a fireproof building offering modern, attractive quarters to 160 girls. Dormitory facilities include attractive parlors, sound proof music rooms, a laundry equipped with automatic washers, dryers, and ironers for the use of the students, a kitchen for use in entertaining, and a sun deck. Rooms are arranged in suites of two bedrooms with connecting tile bath. Most suites accommodate three girls, a few accommodate four. Each room has a closet for each occupant, single beds with innerspring mattresses, chests, desks, desk chairs, and easy chairs. Floors are covered with asphalt tile.

The Men's Dormitory is a three story structure with a capacity of 150 men students. This building has a three-room apartment for the manager and his family. The halls are well lighted, sound proof, and air conditioned. Each room is equipped with furniture for from one to three occupants. All floors are of concrete and are covered with asphalt tile. Each room also contains two closets and two double electric outlets for study lamps and radios.

Training School.—The Training School Building is designed to accommodate the elementary school and the junior high school. It has twenty-four classrooms, an auditorium, a library and a cafeteria. The Training School has a normal enrollment of over 700, and furnishes facilities for training student teachers and opportunities for observing good teaching procedures.

Cafeteria.—This structure is capable of seating eight hundred guests. The large and well-lighted kitchen is provided with all modern conveniences, including up-to-date ranges, ovens, and cold storage.

The Power Plant.—The power plant contains a battery of boilers for the heating of all the buildings on the campus.

Gymnasium.—The gymnasium was erected in 1928. It has a basketball court 50 x 95 feet, and two cross-courts 50 x 70 feet. It also provides for indoor softball, volleyball, and shuffleboard. The second floor contains guest rooms for visiting teams. Locker and shower rooms occupy the basement floor. The main floor also has offices for the instructors in Physical Education.

Industrial Arts Building.—The industrial arts building was built in 1941 for the use of the N. Y. A. In 1946-47 it was remodeled and modernized at a cost of \$64,000. It is of concrete block construction, faced with brick veneer. It provides facilities for woodwork, drafting, metalwork, electricity, ceramics, photography, and general shop practices.

Veterans Houses.—Nineteen buildings were erected on the northern portion of the campus in 1946-47. The buildings provide housing facilities for 75 families. The buildings were erected by the F. P. H. A. to relieve the housing shortage for married veterans.

GENERAL INFORMATION

When To Enter.—The college year covers four quarters of twelve weeks each, and students may enter at the beginning of any quarter.

The Spring and Summer Quarters carry courses for a six weeks term as well as for the full quarter, and credit is allowed accordingly.

Dormitories.—The College maintains two dormitories—Mynders Hall for ladies, and the Men's Dormitory. Students boarding away from home are expected to live in the dormitories. This regulation is made because the College authorities believe that students cannot otherwise enjoy all the advantages of college attendance. Young lady students away from home having immediate relatives of the family in Memphis or near the College may board with them. Other students will not be permitted to live outside of the dormitory except for satisfactory reason, upon the written request of the parent or guardian, and then only in homes approved by the College authorities. All arrangements for board outside the dormitory must be approved by the College, and except in homes of immediate relatives, must be made through the College. Students who abuse dormitory privileges will be excluded.

Room Reservations.—It is very important that those who expect to attend the College should write to the Registrar and have a room reserved as soon as they definitely determine to attend. Rooms are reserved in the order in which applications are received. A deposit fee of \$3.00 is required for reservation, the amount of the fee being credited on the expense of the term. The reservation fee is refunded if notice of cancellation is received four days before the opening of the quarter for which reservation is made; it is not to be refunded on later notice.

What Students Furnish.—Students expecting to live in the dormitories should bring the following articles: towels, bed linen, blankets, and a pillow. Students in the dormitories are required to keep their own rooms in order.

Conduct.—It is assumed that applicants for admission to Memphis State College are ladies or gentlemen and every consideration will be shown them as such until, by their own act, they forfeit the confidence reposed in them. Rules of government and regulations in regard to general conduct are, of course, necessary. Whenever any number of people live together, each must forfeit some individual privilege for the general good. The rules and regulations are of such nature as to secure ready conformity thereto and also sympathy and co-operation on the part of students in making them effective.*

Students are expected to give their College obligations first consideration, to be prompt and regular in attendance on all classes and examinations—and to observe properly the hours set apart for study by making diligent use of the same.

Hazing.—Any form of hazing is positively forbidden.

Post Office.—Memphis State College is located in the eastern part of the city of Memphis. Students living in the dormitory should have their mail addressed, Memphis State College Station, Memphis 11, Tennessee. Each dormitory student is expected to rent a mailbox to facilitate the handling of his mail.

*Possession of firearms or fireworks is prohibited. Students who bring firearms to the campus are subject to dismissal.

Railway and Baggage.—Memphis is easily reached by a number of railway and bus lines. Students coming to Memphis State College via the Southern Railway may get off at Buntyn, but trunks which they have checked will be carried to Union Station. Students make their own arrangements with transfer companies for delivery of their trunks and baggage to the dormitories.

Special Advantages.—In addition to the usual school advantages, the College offers its students many opportunities that are considered especially valuable.

All of the large libraries in the City of Memphis furnish free use of their books and buildings to the students of the College.

The students of this institution are given free admission to the lecture course of Goodwyn Institute, probably the most extensive and celebrated course of its kind in the United States. Students have the opportunity of attending the performances of professional stage plays, grand and light operas, symphony orchestras, and of other musical and theatrical artists.

Leading business and manufacturing enterprises of the city offer free inspection and study of their business methods and plants to classes of the college students accompanied by their instructors.

Co-operation.—Memphis State College regards itself as an integral part of the public school system of Tennessee and recognizes the need of the closest co-operation with the county and city school authorities. Accordingly, it constantly endeavors to serve faithfully all public school interests, especially by the preparation of better teachers for the schools. In this work it has uniformly received the hearty support of public school authorities.

Superintendents' Conference.—Annually the County and City Superintendents of West Tennessee hold a conference during the Summer Quarter of Memphis State College. The State Commissioner of Education and other representatives of the State Department attend and participate in these annual conferences. All County and City Superintendents of West Tennessee are cordially invited and urged to attend.

School Positions.—Memphis State College is not a teachers' agency and it can not guarantee positions to its graduates. It endeavors, however, to place students with satisfactory records in good school positions and it invites county and city school authorities to make use of its placement service in securing desirable teachers.

Alumni Association.—Memphis State College has recently reorganized its Alumni Association and now maintains active contact with most of its graduates. The Association is for the mutual benefit of the graduates and the college. An Alumni Office is maintained in the Administration Building and has the services of a secretary and staff. Annual meetings of the Association are held on the College Campus each autumn in connection with the Homecoming Football Game.

All graduates of Memphis State College are urged to keep in contact with the Alumni Office. Students in attendance at the College are invited to begin their acquaintance with alumni activities.

LOAN FUNDS

1. The College Loan Fund. The College has a revolving loan fund from which it makes loans in varying amounts to eligible students.

2. The Aull Loan Fund. A fund of \$250.00, contributed by Mrs. Genevieve Aull, is to be used for loans to members of the senior class who have demonstrated their scholastic eligibility by one or more years of satisfactory work in residence at the College.

3. The United States Daughters of 1812 Loan Fund. This fund of \$625.00, donated by the Old Hickory Chapter, U. S. D. of 1812, Memphis, consists of three awards, as follows: (1) the Mary Robinson Day Memorial Scholarship of \$250.00; (2) the Martha Moore Allen Scholarship of \$250.00; and (3) the Willis Hitzing Scholarship of \$125.00. All three of these awards are loan funds, and may be awarded to a man or woman on recommendation of the Faculty.

4. The Shelby County Parent-Teacher Association Loan Fund. This is a fund of \$602.38, available in varying amounts to eligible students who apply to the College Loan Fund Committee.

5. The American Association of University Women Loan Fund. This fund of \$200.00, administered by the Memphis Branch of the A. A. U. W., is available to women students recommended by the College.

6. The John W. Brister Loan Fund. On the occasion of the Twenty-First Birthday Celebration of the College, the members of the Faculty presented a fund of \$150.00 to be named in honor of President John Willard Brister.

7. The Class of 1933 Loan Fund. This fund of \$102.90 was donated by the Class of 1933 as a class memorial.

8. The Quota Club Loan Fund. This is a fund administered by the Quota Club of Memphis. Women students of junior or senior rank are eligible to receive loans from this fund. Application may be made to Mrs. Ellen Davies Rodgers, Chairman of the Education Committee of the Memphis Quota Club.

9. The Zonta Club Loan Fund. The Zonta Club of Memphis has established a loan fund of \$250.00, to be increased from year to year. Eligible junior and senior women may apply to the Dean of Women, who will submit their names to a committee of the Zonta Club for selection and approval.

10. The Ernest C. Ball Loan Fund. This fund of \$280.36 is available for loans to eligible students.

11. The Marion Circle Loan Fund. This fund of \$100.00 is available for loans to eligible students.

12. The Kappa Lambda Sigma and Phi Lambda Delta Loan Fund. This fund of \$206.00 was presented by the Kappa Lambda Sigma Sorority and the Phi Lambda Delta Fraternity in memory of those Phi Lambda Deltas who lost their lives in World War II.

Except as otherwise specified, applications for loans from any of the funds listed above should be made to Professor G. H. Hayden, Chairman of the Scholarships and Loans Committee.

SCHOLARSHIPS

1. The P. H. Manning Scholarship Fund. The late Professor P. H. Manning, who was connected with the College for a number of years from its beginning, left the bulk of his estate to be used by the State Board of Education to provide scholarships for young men students meeting certain conditions set forth in his will. These scholarships of \$100.00 each are given to young men from the counties of Gibson, Henderson, Carroll, and Decatur. Application should be made to Professor G. H. Hayden, Chairman of the Scholarships and Loans Committee.

2. The American Association of University Women Scholarship. Beginning in 1935-36, the Memphis Branch of the A. A. U. W. has awarded a scholarship of \$50.00 each year to a junior or senior woman. In making the award the following points are considered: (1) the college scholarship record of the applicant for the quarter preceding January 1, (2) the need for financial assistance, (3) intention to graduate from the College, and (4) general acceptability. Applications for this scholarship are to be made by January 1 of each year to the A. A. U. W. Scholarship Committee, through the Dean of Women.

A scholarship fund has been set up at Memphis State College for outstanding students who wish to do college work in the field of the Social Sciences (Economics, Geography, History, Political Science, Sociology). The fund will provide a scholarship of \$100 for two freshman, two sophomore, two junior, and two senior students each year. Four of these scholarships will be awarded to students from Shelby County and four to students from West Tennessee outside of Shelby County. The freshman student selected may be either a boy or a girl whose average grade during the four years of high school is among the highest ten per cent in the school. For further information contact the Social Science Scholarship Committee.

AWARDS

The Women's Association of the College offers an award annually to the woman member of the Senior Class who, having done all her work at this institution, shows the highest scholastic attainment.

The international fraternity of Delta Sigma Pi annually awards a scholarship key to the senior man majoring in Business Administration with the highest scholastic average.

The City Panhellenic Association makes an award each year to the sorority woman in the graduating class with the highest average.

STUDENT ACTIVITIES

Student Activities provide opportunities for recreation, for developing interests, and for building leadership and initiative. These activities are under the direction of a committee composed of the president of the four classes and five faculty members. The Student Activity Committee sets standards for student life, regulates and arranges social functions, and allocates funds from the Student Activity fees for the support of various activities.

STUDENT GOVERNMENT

Student affairs are under the direction of a council composed of representatives of all student organizations. The officers of the Student Government are a president, vice president and a secretary.

Sororities and Fraternities.—The following national sororities and fraternities have chapters on the campus. For women, Alpha Delta Pi, Alpha Gamma Delta, Alpha Xi Delta, Delta Zeta, Phi Mu, and Sigma Kappa. For men, Kappa Alpha, Lambda Chi Alpha, Pi Kappa Alpha, Sigma Pi Epsilon, Phi Epsilon Pi, and Kappa Sigma. There is also one local fraternity: Iota Club. Students carrying as many as 12 hours and maintaining a "C" average for the preceding quarter may become members on invitation.

Clubs. The college has a number of clubs which serve the diversified interests of the students.

The Arabesque Club is open to all students interested in music. Its objective is the promotion of interest in music through productions and participation in musical activities in Memphis.

The Clef Club places special emphasis upon instrumental music. Membership is attained by joining the college band or orchestra.

The Arts Club brings together a group of students interested in the various fields of the arts such as music, art, journalism, and dramatics. Activities of the club include visits to the Brooks Memorial Art Gallery, Memphis Museum and programs dealing with the various arts.

The Association of Childhood Education is an international organization of leaders in the field of elementary education. The local chapter promotes good fellowship and understanding of the problems and opportunities in the profession through speakers, discussions, and visits to schools.

The Independents' Club promotes the interests and social life of students not belonging to Greek letter organizations.

The International Relations Club is open to upper classmen majoring in social studies with an average grade of "B" or above. It meets bi-monthly for the purpose of discussing topics of international interest and world affairs.

The Industrial Arts Club is composed of students who are interested in Industrial Arts in college. Its objective is to integrate group activities into concerted action which will further the objectives of the Industrial Arts.

The Ioka Wikewam Club open to any girl taking the home economics course, is designed to stimulate interest in home economics and current topics in this field and to develop better citizens and social leaders.

The Latin Club's function is to vitalize the background of Roman private life and to furnish material for participation in Latin programs for the high school. It is open to all students majoring in Latin.

Los Picaros invites all students who have had two years of Spanish in high school or one year in college to membership. Its program is designed to enable students to become better acquainted with Spanish speaking people and countries.

The "M" Club has as its objectives the promotion among its members of good sportsmanship, integrity, and qualities of good character. Its primary concern is to foster an understanding of all educational activities. Any student who has been awarded the school letter "M" for satisfactory participation in a varsity sport shall be eligible for membership in this club.

The Mathematics Club is open to all students interested in mathematics. Its monthly meetings are devoted to discussion of mathematical topics of general interest but not usually included in formal courses.

The Psychology Club is designed to promote interest in the field of psychology through programs and reports dealing with current problems. The club is not limited to majors or minors in the department but is open to all students who share an interest in psychology.

Sock and Buskin Club is the official theatrical organization of the student body. Its purpose is to provide the educational benefits which a theatrical organization can furnish to the college community. The primary aim is to train actors, directors, and stage technicians for the schools and community theaters of the area served by the college. A further aim shall be to develop an appreciation of good theatrical productions on the part of the student body, through the presentation of plays of known value. Membership is open to all students who meet the qualifications of the club.

The Veterans Club, composed of all veterans on the campus, is dedicated to serving the best interests of the college.

The religious life on the campus is under the direction of a faculty committee. There are a number of denominational clubs organized for the purpose of promoting religious activities on the campus.

Honorary Fraternities.—Phi Chapter of Chi Beta Phi National Honorary Scientific Fraternity was established to provide the opportunity for the advancement of scientific knowledge, to further the objectives of scientific investigation, to encourage sound scholarship, and to serve as a means of awarding distinction to students of exceptional scientific ability.

Gamma Delta Chapter of Sigma Delta Pi, National Spanish Honor Fraternity, has been established with these purposes; "to foment a wider knowledge of and a greater love for the Hispanic contributions to modern culture; to foster friendly relations and the cooperative spirit between the nations of Hispanic speech and those of English speech; and to reward those who show special attainments and interests."

Professional Fraternities.—The Gamma Zeta Chapter of the International Fraternity of Delta Sigma Pi is the first professional fraternity on the campus. Its membership is selected from those students majoring in Business Administration who have maintained a general scholastic average of "C" and an average of better than "C" in Business Administration. Delta Sigma Pi was organized to encourage scholarship and the association of students for their mutual advancement in the field of Commerce.

Student Publications.—*The Tiger Rag*, student newspaper, provides timely news of college organizations and activities. It is an organ for the expression of student thought, and it works to create a wholesome school spirit and to support the best traditions of the College. For interested students it provides training in useful and purposeful writing.

The De Soto, College annual, is designed to record campus activities in an attractive and permanent form and keep alive the memories of college life.

College Auditorium.—This auditorium is designed to seat approximately twelve hundred persons. The stage has been modernized to more adequately provide for the dramatic and musical productions that are sponsored by the music and dramatic departments, as well as to accommodate the student body at weekly assemblies.

The lighting system has been redesigned in order to provide proper lighting effects for any type of production that might be offered on the modern stage.

The new addition to the stage provides for workshops, dressing rooms, and lavatory facilities. The stage is also equipped with a concert grand piano and a connsnata electric organ. The stage well rises fifty feet above the floor level and contains a fully equipped counter weight system for scenery.

Doctor's Office.—The college maintains the services of a physician whose office is located on the first floor of the Administration Building.

Student Center.—The College recognizes the importance of providing a place for students to spend their leisure time. The Tiger's Den is located in the north wing of the first floor of the Administration Building and occupies a space approximately fifty by sixty feet. The Tiger's Den maintains a soda fountain, a sandwich and cold drink bar, and other services desired by the students of Memphis State.

ATHLETICS.—The college sponsors a two phase program of athletics, intramural and intercollegiate.

In the intramural program which is active throughout the year, tournaments and contests are held in the seasonal sports. Students are offered an opportunity to compete as individuals or members of teams from the various student organizations. Softball, touchball, basketball, volleyball, and track are offered for team participation. Individual recreation is offered in tennis, shuffleboard, badminton, table tennis, and archery. An athletic supply room is open throughout the day from which recreational equipment may be checked out by all students.

The intercollegiate athletic program consists of sponsoring teams in football, basketball, baseball, track, golf and tennis. These teams compete in a regular schedule with teams from other recognized colleges of the same scholastic level as Memphis State. All equipment and excellent coaching is provided for members of all the intercollegiate teams. The college is a member of the Southern Intercollegiate Athletic Association, the oldest athletic organization in the South, and all intercollegiate activities are conducted under its regulations.

Athletic facilities on the campus include the college gymnasium, ten all weather tennis courts, football field, quarter mile running track, baseball and softball fields. All policies of the intramural and athletic program are set by the college athletic committee.

The Department of Health and Physical Education is closely associated with the intramural and intercollegiate programs. All coaches serve as instructors in this department and students majoring in Health and Physical Education utilize the two programs and facilities in preparation for careers as coaches and in the field of Health and Physical Education.

FEES AND EXPENSES

All regular students pay the following fees:

Registration, each quarter.....\$20.00

Student activity, each quarter (including athletic fee).... 7.00

Laboratory fees as shown below

Dormitory students, in addition to the fees listed above, pay room rent as follows:

Mynders Hall, each person, each quarter.....\$20.00

Men's Dormitory, each person, each quarter..... 15.00

Meals in the College cafeteria cost approximately \$1.00 per day.

Laundry service may be procured from the commercial laundries of Memphis.

Tuition.—Students who are residents of Tennessee pay no tuition. Non-residents, in addition to the registration and student activity fees, pay tuition of \$75.00 per quarter, or \$37.50 for a term of six weeks.

Laboratory Fees.—The following fees are charged the students pursuing courses in the several departments:

Art 111, 112, 113, 211, 212, 213, 214, 311, 313, 411.....\$ 0.50

Art 312..... 4.00

Biology 100, 111, 112, 113, 202, 203, 340..... 1.00

Biology 130, 141, 142, 143, 200, 201, 211, 241, 242, 300,
302, 330, 331, 332, 350, 351, 352, 403..... 2.00

Biology 121, 122..... 3.00

Bus. Adm.: typewriting, each course..... 1.00

Chemistry, each course..... 3.00

Geography 121, 122..... 0.50

Health 100, 241..... 1.00

Home Economics 111, 112, 113, 171, 181, 291, 311,
312, 313, 421, 471, 472, 481, 482, 483..... 0.50

Home Economics 241..... 1.00

Home Economics 242, 243, 341, 342, 343..... 2.50

Industrial Arts, each course..... 1.00

Music 131, 132, 133, 151, 154, 161, 231, 232, 233, 234, 235,
236, 251, 254, 261, 351, 354, 361, 451, 454, 461..... 1.00

Music 171, 181, 191, 195, 271, 281, 291, 295, 371, 381, 391,
395, 471, 481, 491, 495..... For 1 qtr. hr. credit 20.00

For 2 qtr. hrs. credit 40.00

Psychology 211..... 1.00

Physics, each course..... 2.00

Physical Education, 100, 200, 201, 313, 341, 343..... 0.50

All accelerated courses at rate above multiplied by quarters accomplished such as 1½, 2 or 3: e.g., Chemistry 111-12, 6 quarter hours, \$4.50.

Special Registration Fee.—Special students who are permitted to take a class load of six hours or less pay a registration fee of \$10.00 instead of the regular registration fee of \$20.00, and are not required to pay the student activity fee.

Late Registration Fee.—Registration should be completed within the official registration period. Registration is not complete until all fees for the quarter have been paid. For registration after the day or days announced in the catalogue, an extra fee of \$1.00 is charged.

Fee for Changing Course.—For change of course after the second meeting of either class involved, a charge of \$1.00 is made.

Fee for Late Examination.—Students who are absent from a final examination with the instructor's prior permission must pay a fee of \$1.00 for each examination taken late. A receipt from the Bursar's Office will admit the student to his examination, provided the examination is taken within the time limitations for "Incompletes." The receipt referred to shall be forwarded to the Registrar's Office along with the final grade. As a requisite for the filing of the final grade on the course.

Transcript Fee.—One copy of a student's record is furnished free. For each additional transcript, a fee of \$1.00 is charged. Transcripts of records are issued only at the request of the student or his authorized agent.

Diploma Fee.—Degree candidates pay a fee of \$10.00, which includes the fee for the diploma and the rental of cap and gown. This fee is payable thirty days before the June convocation.

Breakage and Material Cards.—Students in Chemistry, Physics, Industrial Art, and certain courses in Business Administration are required to purchase breakage or material cards. Any unused balance is refunded at the close of the quarter.

Dormitory Breakage Deposit.—The College holds students responsible for damage to, or breakage or loss of, college property. A breakage fee of \$3.00 is collected from all students living in the dormitories. All, or any unused balance, is refunded when the student leaves the College.

Key Deposit.—A key deposit of \$1.00 is required of each student living in either dormitory. This amount is refunded when the key is returned.

Payment and Refund of Fees and Rentals

All fees and rentals are payable quarterly in advance.

The registration fee of \$20.00 is charged all regular students whether the period of attendance be for six or twelve weeks. No part of this fee is refunded.

The diploma fee is not refunded.

Laboratory fees are refunded if a student is compelled to withdraw from the College, or from a course, within the first two weeks of a quarter, provided written application for such refund be made at the time of withdrawal.

Rooms are rented by the quarter in advance. No reduction is made for late registration or for an absence of less than two weeks.

Board is served on the cafeteria plan and is available to all students.

No refunds are made except as specified above.

No student may enroll, graduate, or receive a transcript of his record until all accounts are settled. The term "transcript" includes application for the issuance or renewal of teaching certificates; the term "accounts" includes library fees, books or equipment not returned, and any other indebtedness to the College.

ENTRANCE AND CREDITS

THE SCHOLASTIC YEAR

The scholastic year of Memphis State College covers a period of forty-eight weeks divided into four quarters of twelve weeks each.

GENERAL TERMS OF ADMISSION

Statutory Provisions:—White persons, residents of the state, who have completed the full four year course of an approved high school shall be admitted to Memphis State College, without tuition. Residents of the state over twenty-one years of age who have not completed a four year high school course may be admitted as special students, without tuition.

Health.—No applicant will be admitted who cannot furnish evidence of being physically sound and free from contagious or infectious diseases and from chronic defects. Each entering student must be examined by the College physician.

ENTRANCE REQUIREMENTS

Freshmen are admitted by any one of the following methods:

1. By a transcript of credits showing graduation from an approved high school.
2. By certificate and examination. An applicant from an unapproved school who presents a satisfactory certificate will be required to take examinations only in subjects covering four units of high school work taken in the senior year.
3. By examination. An applicant who does not present a satisfactory certificate may be admitted by passing examinations on fifteen units required for graduation in an approved high school.
4. Young men and women who are twenty-one years of age and over, and who have not completed four years of high school work may be admitted as special students and permitted to take such courses as they are prepared for, provided that such special students must satisfy all entrance requirements to qualify for a certificate or a degree.

ENTRANCE CREDITS

Beginning students should present their high school record for entrance credits on or before the date of registration. Students failing to file entrance credits before their entrance will not be allowed to complete registration until this has been done. Students asking for advanced standing should have a transcript of their college record sent direct to the Registrar. College credits will be withheld until entrance credits are satisfied. All transcripts become the property of the College and will not be returned.

ADVANCED STANDING

Advanced standing will be granted to students who have completed in approved institutions courses equivalent to those counted by Memphis State College for credit towards its degree. Students asking for advanced standing may save themselves inconvenience or loss by presenting transcripts for evaluation before entrance. To be accepted for advanced standing at Memphis State College, a student must have a statement of honorable dismissal from the last institution attended.

Transfer students whose transcripts show credits with the lowest possible passing grade are subject to the following policy: Credits earned with the lowest passing grade are not accepted until the student has demonstrated his general ability by two or more quarters with an average grade of "C" or better.

Students requesting advanced standing on the basis of work done at unaccredited institutions are required to validate such credits.

CREDIT BY CORRESPONDENCE OR EXTENSION

Memphis State College accepts credits earned by correspondence or extension, provided that such credits are taken from an institution which is a member of the Teachers College Extension Association, the University Extension Association, or the appropriate regional accrediting association. Not more than one-fourth of the credits applied on the bachelor's degree may be earned by correspondence or extension or a combination of the two.

No student is permitted to enroll for correspondence or extension courses while registered as a full-time student at Memphis State College. Part-time students are not permitted to enroll for correspondence or extension courses without the special permission of the Dean.

THE UNIT OF CREDIT

One quarter hour of credit is based upon one hour per week in lecture or recitations for one quarter; or upon two hours per week of laboratory work for one quarter.

QUALITY CREDITS

For each quarter hour of work upon which a grade of "A" is given, three quality credits shall be allowed; for each "B," two quality credits for each quarter hour; and for each "C," one quality credit for each quarter hour.

In evaluating college work accepted from other institutions using marks similar to those employed here ("A," "B," "C," "D," and "F," with "C" as the middle 50 per cent, and "F" as failure), the same values as to quality credits shall be assigned as provided above.

THE GRADING SYSTEM

The quality of work of each student is determined by his instructors at the end of each quarter. The grades are indicated by letters interpreted as follows: A, excellent; B, good; C, average; D, inferior; F, failure; I, incomplete.

The grades "A," "B," "C," "D," and "F," when once reported, can be changed only by the instructor who reported them, and then only after the faculty has voted approval of the change.

The grade "I" indicates that a student has not completed the work of the course, on account of illness, or for some other unavoidable cause. This grade may be changed by the instructor and credit allowed when the requirements of the course have been met, provided the work has been completed within the first four weeks of the next quarter the student is in residence; and provided further that the deficiency must be made up within one calendar year from the date the grade of "I" was given, even if the student has not re-entered this college. If the student fails to complete the work of the course within the specified time, no credit will be allowed for the course. Fee for late examination \$1.00.

CLASSIFICATION OF STUDENTS

Students having 37 quarter hours of credit and 3 quarters of residence are classified as sophomores; students having 82 quarter hours of credit and 6 quarters of residence are classified as juniors; students having 127 quarter hours of credit and 9 quarters of residence are classified as seniors.

CREDIT LOAD

The minimum number of hours for a regular student is twelve. Ordinarily, the maximum load is seventeen hours for students with a point average of less than two, and eighteen for those with a point average of two. (One point means an average of "C;" two points, an average grade of "B;" three points, an average grade of "A.")

Only those students who enter the first week of a quarter are allowed to make full credit; late entrants are required to limit their loads to sixteen hours or less.

Students with unsatisfactory records for any quarter are expected to carry a normal load of fifteen to seventeen hours the following quarter, unless they are given special permission to limit their loads because of illness or outside work.

ABSENCE, DROPPING, WITHDRAWAL

In no case is credit allowed in any course for which the student is not duly registered; and all courses for which the student is registered are recorded as passed, failed, or dropped. No student will be granted credit for a subject which does not appear, properly signed, on his registration card in the registrar's office.

After the first three meetings, a course may be dropped by permission of the instructor. Only under special circumstances will dropping be permitted after mid-term.

Dropping a course without permission incurs a mark of "F".

Absence from final examination without the permission of the instructor incurs a mark of "F".

Absences are counted from the first scheduled meeting of the class. Absences may be excused only by the instructor.

Withdrawal from the college should be reported to the Dean's office promptly in writing. Neither a general withdrawal nor the dropping of individual courses is permitted after the examination period has begun.

CHANGE OF COURSE

A student may change from one course to another within one week of registration day, provided he has the approval of the instructor in charge of the course which he is entering, and the approval of the Dean. A fee of one dollar will be charged after the second meeting of either course involved in the exchange.

SCHOLASTIC STANDARDS AND PROBATION

Students are expected to maintain a reasonable standard of scholarship. Any student whose quality credits fall below half the number of quarter hours for which he is registered is placed on probation for the next quarter enrolled. Any regular student who fails to pass at least nine hours of the twelve or more he is carrying also places himself on probation for the next quarter enrolled. If the student fails to maintain the minimum standard during the probationary period, he is suspended for an indefinite period.

DEAN'S LIST

The Dean's List is dedicated to those students who make at least three "A's" two "B's" no "C's" at all, and who are carrying not less than fifteen hours exclusive of required physical education.

THE HONOR ROLL

The honor roll for each quarter is composed of students who have attained a degree of excellence higher than is indicated by the minimum passing grade.

For the selection of honor students, the faculty has adopted the following regulations:

1. Only those students who matriculate for at least 12 hours credit, complete all courses, make some honor points and are otherwise in good standing, are eligible for the honor roll. Students on probation, and others who are scholastically deficient, are not eligible.
2. From the list of eligibles the highest ten per cent are selected on the basis of honor points earned.
3. For a grade of B, 5 honor points for each quarter hour are allowed: for a grade of A, 10 points.

MEMPHIS ACADEMY OF ARTS

The State Board of Education has approved the Memphis Academy of Arts as a teacher training institution. Memphis State College will accept up to 27 quarter hours of credit earned in that institution to apply toward a Bachelor of Science degree and for certification purposes.

GENERAL DEGREE CURRICULUM**Recommended to Former Students and Required of all New Students****I. Specific Requirements:**

- | | |
|--------------------------------------|------------------|
| A. Physical Education | 6 quarter hours |
| B. English 111-12-13, 211-12-13..... | 18 quarter hours |
| C. History 221-22-23..... | 9 quarter hours |

II. Fields of Concentration:

Each student must select a department in which he proposes to major and meet the specific requirements for graduation. Each student must also earn at least 27 quarter hours in a second field of concentration, 9 hours of which must be numbered above 299.

Departmental approval must be recorded on a student's matriculation card before the Dean will give final approval to the program of studies each quarter.

Pre-professional and other students electing terminal courses are required to identify themselves with the department in which they are specializing.

III. Electives:

Sufficient courses to complete the total of 198 quarter hours.

OTHER REQUIREMENTS**FOR THE BACHELOR OF SCIENCE DEGREE**

1. Residence as a regular student for not less than three quarters during the junior and senior years, provided that the last quarter shall be in residence. A student who lacks no more than six quarter hours toward degree requirements at the end of any term may earn the additional credits at another approved institution by residence, correspondence, or extension study, provided that the student has in all other respects met the residence requirements.

2. The satisfactory completion of 198 quarter hours, at least seventy-two of which must be taken in courses numbered above 299.

3. The attainment of at least 198 quality credits: that is, a "C" average on all credits earned.

4. Physical education five days per week each quarter the student is registered until a total of six quarters has been completed. (This requirement may be waived wholly or in part on the recommendation of the College Physician.)

5. Satisfactory completion of nine quarter hours in English composition and nine quarter hours in English and American literature; and nine quarter hours in American history.

6. Satisfactory completion of courses prescribed by major and minor professors.

Note: Not more than one-fourth of the credits offered for the degree may be in education.

CURRICULA FOR TEACHERS, SUPERVISORS, AND COUNTY SUPERINTENDENTS

The student who desires the Permanent Professional Certificate to teach in the high schools or the elementary schools of Tennessee may meet the requirements of the State Department of Education by including among the electives for the General Degree Curriculum certain courses which are outlined in the Education section. In the Education section also is outlined a curriculum whereby a student may meet the requirements for the Permanent Professional Certificate to teach in the elementary schools of Tennessee with a minimum of 72 weeks of college residence. The qualifications necessary for meeting the requirements for Permanent Professional Certificates for supervisors and county superintendents and an explanation of the procedures necessary for changing from High School Certificates to Elementary Certificates are to be found in the Education section.

MISCELLANEOUS INFORMATION

Courses numbered from 100 to 199 are of freshman rank; 200 to 299, sophomore rank; 300 to 399, junior rank; 400 to 499, senior rank. Figures in parentheses following the title of a course indicate the number of quarter hours of credit.

THREE-YEAR PRE-PROFESSIONAL CURRICULUM

A student who takes nine quarters of college work before entering an advanced professional school may, upon evidence of satisfactory completion of the professional degree, be granted the Bachelor of Science Degree from Memphis State College, provided:

1. that the minimum requirement for entrance to the professional school is ninety quarter hours of college work;
2. that the professional school is an integral part of a university accredited by the appropriate regional association, or that the professional school is accredited by the recognized national association in its field;
3. that the last three quarters of pre-professional work be done at Memphis State College;
4. that the candidate complete 148 quarter hours in pre-professional courses;
5. that the candidate complete, in his pre-professional work, at least thirty-six quarter hours in courses numbered above 299, including at least nine quarter hours in his major field;
6. that the candidate meet all freshman and sophomore requirements of the Degree Curriculum;
7. that the candidate complete thirty-six quarter hours in his major field, and twenty-seven quarter hours in a minor field.

The candidate in the Pre-professional Degree Curriculum should notify the Dean's Office of his intentions no later than the beginning of his sophomore year, and should, with the guidance of his major professor, plan his study program **at that time.**

GRADUATE DIVISION

COLLEGE ADMINISTRATION: OFFICERS AND ASSISTANTS

*J. Millard Smith, B.S., M.A.	President
Lamar Newport, B.A., M.S.	Acting President
R. M. Robison, A.B., M.A.	Dean
**Robert C. Anderson, B.S., M.A.	Director of Graduate Division
R. P. Clark, B.S., M.A.	Registrar
Flora H. Rawls, B.A., M.A.	Dean of Women
James H. Taylor	Acting Bursar
Charlotte Watkins, B.S.	Cashier
Leo Davis, B.A., M.S.	Director of Veterans Affairs
Enoch L. Mitchell, B.S., M.A.	Director of Placement Bureau
	Secretary Alumni Association
Kathryn Quisenberry	Secretary to the President
Ethel Lewis	Secretary to the Dean
Clara Gowen, B.S.	Secretary to the Registrar
Ada Marie Springfield	Secretary to the Registrar
Martha Elise Davis, B.S.	Secretary to the Bursar
Helen Bryant Leach, B.S.	Secretary to Dean of Women
Mrs. Helene S. Peebles, A.B.	Dietitian
Mrs. Nell Haynes	Hostess, Mynders Hall
Mrs. Frances Duncan	Asst. Hostess, Mynders Hall
Dr. A. G. Hudson	College Physician
Ray Herzog	Engineer
Mrs. Margaret H. Warno	Manager, Bookstore
Margaret Wilson	Secretary to Elementary School Visitor
Mary Baker, B.S., M.A.	Supervisor
Janice Kee Doerflein, B.S.	Secretary, Training School

*On leave of absence.

**Ph. D. Requirements completed, Summer, 1950.

OFFICE OF ADMINISTRATION

J. Millard Smith, B.S., M.A.	President
Lamar Newport, B.A., M.S.	Acting President
R. M. Robison, A.B., M.A.	Dean
*Robert C. Anderson, B.S., M.A.	Director of Graduate Division
Flora H. Rawls, B.A., M.A.	Dean of Women
R.P. Clark, B.S., M.A.	Registrar
James H. Taylor	Bursar
Leo Davis, B.A., M.S.	Director of Veterans Affairs
Enoch L. Mitchell, B.S., M.A.	Director of Placement Bureau Secretary Alumni Association

GRADUATE COUNCIL

H. E. Rumble, B.A., M.A., Ph.D., University of Illinois
Lamar Newport, B.A., M.S., University of Tennessee
R. M. Robison, A.B., M.A., George Peabody College
*Robert C. Anderson, B.S., M.A., University of North Carolina
R. P. Clark, B.S., M.A., George Peabody College
R. W. Johnson, B.S., M.A., Ph.D., University of Chicago
G. H. Hayden, B.A., M.A., Columbia University
A. S. Rudolph, B.S., M.S., Ph.D., Iowa State College.
H. B. Evans, B.S., M.A., Ph.D., George Peabody College

GRADUATE DIVISION FACULTY

H. E. Rumble, B.A., M.A., Ph.D.	Professor of Education
Walker Agnew, A.B., M.A., Ph.D.	Assoc. Professor of Education
*Robert C. Anderson, B.S., M.A.	Director—Graduate Division
Myrtle Cobb, A.B., M.A.	Assoc. Professor of Education
Lydia A. Duggins, B.S., M. of Ed., Ed.D.	Assoc. Prof. of Education
M. L. Story, B.A., M.A., Ph.D.	Assoc. Professor of Education
H. B. Evans, B.S., M.A., Ph.D.	Professor of English
R. M. Hill, B.A., M.A., Ph.D.	Professor of English
Samuel Cornelius, B.S., M.A., Ph.D.	Assoc. Professor of English
Edward D. Lewis, B.S., M.A., Ph.D.	Assoc. Professor of English
Don Streeter, B.S., M.A., Ph.D.	Assoc. Professor of English
*Ph.D. Requirements Completed, Summer, 1950	

John Farrior, B.A., M.A.....	Assoc. Professor of English
R. W. Johnson, B.S., M.A., Ph.D.....	Professor of Geography
Jas. S. Matthews, B.S., M.A., Ph.D.....	Assoc. Professor of Geography
Aaron Boom, A.B., M.A., Ph.D.....	Assoc. Professor of History
J. T. Robison, B.Ed., M.A., Ph.D.....	Assoc. Professor of History
Edward Noyes, B.S., M.A., Ph.D.....	Assoc. Professor of History
Lee N. Newcomer, A.B., M.A., Ph.D.....	Assoc. Professor of History
G. H. Hayden, B.A., M.A.....	Professor of Physical Science
Elmore Holmes, B.S., M.A., Ph.D.....	Asst. Professor of Chemistry
Elton Fisher, B.S., M.A., Ph.D.....	Asst. Professor of Chemistry
C. C. Ijams, A.B., M.S., Ph.D.	Assoc. Professor of Physical Sciences
A. S. Rudolph, B.S., M.S., Ph.D.....	Professor of Biology
C. P. Freeman, B.S., M.A., Ph.D.....	Assoc. Professor of Biology
C. H. Bennett, A.B., M.A., Ph.D.....	Assoc. Professor of Biology
O. R. Hughes, B.A., M.A.....	Professor of Philosophy and Psychology
Holger W. Andersen, A.B., M.A., Ph.D.....	Assoc. Prof. of Psychology
H. S. Kalterborn, B.S., M.S., Ph.D.....	Professor of Mathematics
Edward I. Crawford, B.S., M.S., Ed.D.....	Prof. of Bus. Administration
Nellie Angel Smith, B.S., M.A., Ph.D.....	Professor of Languages

HISTORIC INFORMATION

In 1912 The West Tennessee State Normal School, established for the purpose of training teachers for the public schools of Tennessee, opened in Memphis. To meet the increasing demands for a broader program of teacher training, the institution inaugurated a four-year program in 1925 and thereby became West Tennessee Teachers College. In the role of a teacher training institution, it served the needs of the state effectively. But because of the increasing demands for additional service in the field of general education, the name of the institution was again changed in 1941 to Memphis State College.

Because of educational expansion in general, the General Assembly of 1949, yielding to demands of educators in the state, authorized the Tennessee State Board of Education to establish graduate divisions in the State colleges under its jurisdiction. The Board directed the College Presidents' Council to study the needs for graduate work in the state and to make recommendations for satisfying these needs. In the opinion of this Council, there was a definite need for graduate work in the state colleges in the eastern and western divisions of the state. Since the demands came almost entirely from the teaching profession, the Council recommended that Memphis State College and East Tennessee State College be authorized to offer the degree of Master of Arts in the field of Education, with minors in approved subject matter fields.

ORGANIZATION AND SCOPE OF THE PROGRAM

The State Board of Education adopted the recommendation of the Presidents' Council in August of 1949 and authorized Memphis State College and East Tennessee State College to proceed with establishing a graduate division in each of these institutions. Following this authorization, representatives of these institutions have formulated a program deemed adequate to satisfy the present need for graduate instruction in the field of teacher training.

The graduate program of Memphis State College shall be known as the Graduate Division. Students admitted to this Division shall be under the direction of a committee of the faculty known as the Graduate Council which shall consist of the President of the College, the Dean, the Registrar, the Head of the Education Department, the Head of each department offering a minor in the Graduate Division, and the Director of the Graduate Division. The heads of the several departments offering graduate work will act as advisors for graduate students majoring or minoring in their departments.

The initial graduate program at Memphis State College will require a major in Education, with a minor in one of the following fields: Biology, Chemistry, English, or Social Sciences. Elective courses in other subjects will be available. Other departments in which students may minor will be added as the need arises.

Adequate provision will be made to train classroom teachers at the elementary and secondary levels. The graduate program also will include specialized courses to prepare those people who desire to become elementary school principals, high school principals, supervisors, county superintendents and city superintendents.

REQUIREMENTS FOR ADMISSION

The graduate division is open to college graduates whose undergraduate work has been of sufficient quality and scope to enable them to profitably pursue the graduate program. Applicants for admission must file an official transcript of their undergraduate work with the college registrar before entrance. This should be submitted not later than two weeks prior to registration date to avoid delay in registering. Applicants must present evidence of good health, moral character, and intellectual capacity necessary for pursuing graduate work.

Applicants who are graduates of colleges not members of a standard regional college association, will be required to pass a qualifying examination for entrance, or to take at least one additional quarter of work.

Applicants who have not completed a minimum of 27 hours in education and educational psychology in undergraduate work will be required to do so, without graduate credit.

REQUIREMENTS FOR GRADUATION

Candidates for the degree of Master of Arts are expected to possess personal qualities necessary for success in classroom teaching, and for educational and community leadership. No candidate will be recommended for graduation who is noticeably deficient in the use of oral and written English. A minimum of three quarters of residence at Memphis State College will be required of all candidates for the degree. A minimum of 12 hours will be required for a quarter of residence credit. Candidates for the degree must earn not less than 45 hours of credit, 24 of which must be in the major field of education, and 12 in an approved minor field. An average grade of "B" must be maintained in all graduate work, and no credit will be allowed on work below "C" grade. Not more than 10 quarter hours of credit with a grade of "C" may be applied toward the Master's degree, and not more than 6 quarter hours of "C" may be accepted in the major field, and not more than 4 quarter hours of "C" in the minor field.

Not more than one-third of a Candidate's quarter-hours of course work in either his major or his minor field may be in courses open to both graduate and undergraduate students.

Sixteen hours shall be the maximum load for students devoting their entire time to graduate studies. Appropriate reductions will be made for those students carrying outside work. Admission to the graduate division does not assure admission to candidacy for the Master of Arts degree. After one quarter's residence study in the graduate division, the students shall make application to the Graduate Council for admission to candidacy for the degree. The application should be accompanied by a schedule to be pursued in both the major and minor fields.

Maximum credit of 9 hours may be accepted from other schools, but the residence requirements will not be reduced thereby.

Candidates may choose one of two plans for completing the requirements for the Master of Arts degree. Candidates choosing the first of these plans will conduct research under the guidance of an advisory committee composed of three members, one appointed by the chairman of the major department, one by the chairman of the minor department, and one by the Director of the Graduate Division.

Under Plan One (a), they may choose to do regular research work culminating in a formal thesis on which credit not exceeding 6 quarter hours will be allowed in the major field. Thesis subject shall be completed and a typed copy in the hands of the advisory committee two weeks before the end of the quarter in which the degree is to be granted. Two bound copies must be deposited with the director of the Graduate Division before the degree is awarded.

Under Plan One (b), they may choose one or more problem studies of lesser scope on which from three (3) to six (6) quarter hours will be allowed in the major field.

Under Plan Two, the candidate may elect to remain in residence an extra quarter and earn a minimum of 48 quarter hours. No formal research project will be required. The candidate, however, will be required to attend at least one course in seminar. Graduate transfer students electing this plan must complete at least 48 weeks of graduate residence at Memphis State College and at other accredited graduate schools, the latter not to exceed one quarter of residence credit.

The requirements for the M. A. degree must be completed within six years from the date of the original registration for graduate courses.

Following the completion of all course requirements, candidates for the degree must pass a final examination, either oral or written or both, at the discretion of the advisory committee.

EXPENSES

Tuition\$75.00 for out of state residents

Fees:

Regular registration.....\$45.00 for 3 or more courses

Special registration..... 22.50 for 2 or less courses

Graduation fee..... 10.00

Combination graduate and undergraduate courses will be permitted upon the payment of fees for both the special registration as a graduate student and as an undergraduate student. A student with such combination may elect to pay a fee of \$4.00 per quarter hour for graduate courses in lieu of special registration.

COLLEGE PLANT

All the facilities on the Memphis State College campus, located in the eastern part of the city of Memphis, will be available for use in the graduate program. These include the spacious Administration Building, housing all administrative offices, many departmental classrooms, the main Auditorium, College Bookstore, and the Students' Store; Manning Hall, accommodating all science classes and laboratories; the Training School for laboratory studies in Education; the Brister Library, with special accommodations for graduate students; and two modern dormitories, one for men and one for women. Graduate students will have full access to the college cafeteria, gymnasium and other buildings on the campus.

LIBRARY RESOURCES

The college library contains approximately 50,000 carefully selected volumes and bound magazines, as well as a broad selection of current periodicals and general publications. In addition, two large libraries of the city of Memphis, Cossitt, with 235,000 books and 12,000 magazines,

and Goodwyn, with 36,000 reference volumes and 625 monthly periodicals, are available for use in the graduate program. The combined resources of the three institutions will total over three hundred thousand volumes and fifty thousand magazines and other items.

LIVING ACCOMMODATIONS

Unmarried graduate students may be housed in the two college dormitories, so long as rooms are available. Veterans with families may find accommodations in the veterans' housing units on the campus, as vacancies occur. Many homes in the vicinity of the college offer single and/or double rooms for rent to college students. In some instances small apartments are available to couples. An active list of available accommodations is maintained by the Bursar's office.

CULTURAL OFFERINGS

In addition to the many programs of cultural and artistic interest provided by Memphis State College, the city of Memphis offers exceptional opportunities for cultural development. Brooks Memorial Art Gallery in Overton Park has a permanent collection of fine paintings in addition to circulating art exhibits. Overton Park itself has one of the best zoological collections in the South. An excellent museum of history and the natural sciences is housed in the Pink Palace. Each year Goodwyn Institute provides forty free lectures on a wide variety of subjects. During the winter season many musical and dramatic programs of first order are presented in Ellis Auditorium. The Memphis Little Theatre furnishes about eight weeks of entertainment in a specially designed auditorium in the Pink Palace. During the summer months the Memphis Open Air Theatre presents eight weeks of musical drama. Most of the religious denominations are ably represented in Memphis by one or more churches. All these advantages are open to Memphis State College students.

APPOINTMENT BUREAU

Memphis State College maintains a well equipped appointment bureau for the service of its graduates. Graduate students who wish to do so may avail themselves of this service in seeking new teaching positions.

MASTER OF ARTS DEGREE IN EDUCATION

GRADUATE YEAR

I. MAJOR FIELD—EDUCATION—TWENTY-FOUR QUARTER HRS.

A. Required Education Courses (18 quarter hours)

1. Superintendents and Principals

a. Ed. 511 School and Community Relationships.....(3)

b. Ed. 561 Curriculum Development(3)

c. Ed. 571 Elementary School Supervision.....(3)

or

Ed. 576 Improvement of Instruction in the
Secondary School(3)

d. Ed. 581 Public School Organization and Administration.....(3)

e. Ed. 582 School Finance and Business Management.....(3)

f. Ed. 583 School Housing and Transportation.....(3)

2. Supervisors	
a. Ed. 541 Diagnostic and Remedial Reading.....	(3)
b. Ed. 571 Elementary School Supervision.....	(3)
c. Ed. 581 Public School Organization and Administration.....	(3)
d. Electives in Education.....	(9)
3. Elementary School Teachers	
a. Ed. 541 Diagnostic and Remedial Reading.....	(3)
b. Electives in Education.....	(15)
4. Secondary School Teachers	
a. Ed. 521 Advanced Educational Psychology.....	(3)
b. Electives in Education.....	(15)
B. <i>Research in Education</i> (6 quarter hours)	
1. Ed. 593 Thesis.....	(6)
or	
Ed. 591 Research Project.....	(3)
and	
Additional Elective in Education.....	(3)
or	
Three Additional Electives, two of which must be in Ed.....	(9)
and	
One Additional quarter's residence (Making a total of four	
quarters' residence)	
2. Ed. 599 Seminar.....	(0)
C. Students who have not been credited to teach will be required to	
meet certification requirements.	
II. MINOR FIELD—RESTRICTED—TWELVE QUARTER HOURS	
A. Minimum to be chosen from one of the following fields.....	(12)
1. Biology	
2. Chemistry	
3. Social Studies (with concentration in either American or	
European History or Geography)	
4. English	
5. And such other fields as may later be approved by the	
Graduate Council.	
III. GENERAL ELECTIVES—RESTRICTED—NINE QUARTER	
HOURS	
A. Electives to be chosen with the advice and counsel of the	
student's counselor	(9)
TOTAL.....	(45-48)

DEPARTMENT OF EDUCATION*

GRADUATE COURSES

- 501—Historical Foundations of Educational Thought (3)
- 503—Research in the History of Southern Education (3)
- 511—School and Community Relationships (3)
- 521—Advanced Educational Psychology (3)
- 536—Educational Statistics (3)
- 537—Techniques of Educational Research (3)
- 541—Diagnostic and Remedial Reading (3)

*Courses described in undergraduate section

- 561—Curriculum Development (3)
- 571—Elementary School Supervision (3)
- 576—Improvement of Instruction in the Secondary School (3)
- 579—Special Problems in Teaching and Supervision (3)
- 581—Public School Organization and Administration (3)
- 582—School Finance and Business Management (3)
- 583—School Housing and Transportation (3)
- 589—Special Problems in School Administration (3)
- 591—Research Project (3)
- 592—Research Project (3)
- 593—Thesis (6)
- 599—Seminar (0)

COURSES FOR GRADUATES AND ADVANCED UNDERGRADUATES

- G442—The Teaching of Science in the Elementary Grades (3)
- G443—The Teaching of Arithmetic in the Elementary Grades (3)
- G444—The Teaching of the Social Studies Through the Blocks of Time Program (3)
- G445—The Teaching of Children's Literature in the Elementary Grades (3)
- G446—The Teaching of Reading in the Elementary Grades (3)
- G451—History of Education (3)
- G452—History of Education in the United States (3)
- G456—Educational Sociology (3)
- G461—Secondary School Curriculum (3)
- G466—Audio-Visual Aids to Teaching (3)
- G471—Guidance in the Secondary School (3)
- G473—Educational Tests and Measurements (3)
- G476—Mental Hygiene and the School (3)
- G481—High School Administration (3)
- G486—The Elementary School Program (3)

DEPARTMENT OF ENGLISH* GRADUATE COURSES

- 501-2-3—Studies in the Teaching of English (9)
- 521-2-3—Literary Criticism (9)
- 531-2-3—Studies in World Drama (9)
- 541-2-3—Studies in the Eighteenth Century (9)
- 551-2-3—Milton and His Age (9)
- 561-2-3—American Literature (9)

COURSES FOR GRADUATES AND ADVANCED UNDERGRADUATES:

- G421—Poetry of Chaucer (3)
- G422—The Poetry of Milton (3)
- G423—Tennyson and Browning (3)
- G431—Development of the Drama in England (3)
- G432—Shakespeare's Tragedies (3)
- G433—Shakespeare's Comedies and Histories (3)
- G451—The English Novel (3)
- G452—The English Novel (3)
- G453—The English Novel (3)
- G461—Hawthorne and Poe (3)
- G462—Emerson and Thoreau (3)
- G463—Whitman and His Successors (3)

*Courses described in undergraduate section

DEPARTMENT OF SOCIAL SCIENCES*
GEOGRAPHY—GRADUATE COURSES

- 500—Philosophy and Literature of Geography (3)
- *501—Geography as an Earth Science (3)
- *502—Economic Geography (3)
- *503—Regional Geography (3)
- 521—Contemporary United States (3)
- 522—Conservation Principles in Geography (3)
- 524—Urban Geography (3)
- 527—Political Geography (3)
- 539—Problems in Geography (3)
- *Offered primarily for teachers majoring in elementary education. Courses numbered 500, 522, and 539 are also recommended for teachers majoring in elementary education.

**COURSES FOR GRADUATES AND ADVANCED
UNDERGRADUATES:**

- G413—Physiography (3)
- G414—Climate and Man (3)
- G416—Tennessee (4)
- G421—Western Europe (3)

HISTORY—GRADUATE COURSES

- 500—Historical Method and Historiography (3)
- 506—The Age of Discovery and Exploration (3)
- 507—The New European Expansion and Imperialism since 1800 (3)
- 511—The Age of the Reformation and the Evolution of Modern States (3)
- 512—Social and Economic History of Europe since 1700 (3)
- 517—Recent and Contemporary World Issues (3)
- 516—Studies in European Diplomacy, 1870-1914 (3)
- 521—The American Revolution (3)
- 522—Jeffersonian and Jacksonian Democracy (3)
- 526—The New West, 1803-1949 (3)
- 527—The New South (3)
- 528—The Progressive Movement in American History (3)
- 531—Intellectual History of the United States, 1607-1783 (3)
- 532—Intellectual History of the United States, 1783-1860 (3)
- 539—Problems in History (3)

**COURSES FOR GRADUATES AND ADVANCED
UNDERGRADUATES:**

- G402—The Far East since 1890 (3)
- G403—Russian History (3)
- G412—Europe from 1815 to the Twentieth Century (3)
- G413—Europe from Background to World War I to Present (3)
- G421—Civil War and Reconstruction, 1860-1896 (3)
- G423—Recent American History Since 1918 (3)
- G431—Tennessee (3)

DEPARTMENT OF CHEMISTRY*

- 521-2-3—Advanced Course in Inorganic Qualitative Analysis (12)
- 531-2-3—Organic Qualitative Analysis (9)

*Courses described in undergraduate section.

- 541-2-3—Advanced Course in Inorganic Quantitative Analysis (9)
551-2-3—Organic Preparations (9)

**COURSES FOR GRADUATES AND ADVANCED
UNDERGRADUATES:**

- G-411-2-3—Physical Chemistry (12)

DEPARTMENT OF BIOLOGY*

GRADUATE COURSES

- 505—Food Bacteriology (4)
510—Plant Pathology (4)
520—Field Zoology (4)
530—Dendrology (4)
540—Advanced Ornithology (4)
550—Economic Entomology (4)

**COURSES FOR GRADUATES AND ADVANCED
UNDERGRADUATES:**

- G-405—Sanitary Bacteriology (4)
G-420—Aquatic Botany (4)

DEPARTMENT OF LATIN*

**COURSES FOR GRADUATES AND ADVANCED
UNDERGRADUATES:**

- G-401—Intensive Study of Caesar (3)
G-402—Intensive Study of Cicero (3)
G-403—Intensive Study of Vergil (3)

DEPARTMENT OF MATHEMATICS*

**COURSES FOR GRADUATES AND ADVANCED
UNDERGRADUATES:**

- G-421—History of Mathematics (3)
G-431—Probability (3)
G-441—Theory of Equations (3)
G-451—Vector Analysis (3)
G-461—College Geometry (3)

DEPARTMENT OF BUSINESS ADMINISTRATION*

**COURSES FOR GRADUATES AND ADVANCED
UNDERGRADUATES:**

- G-444-5-6—Business Correspondence (9)
G-436—Consumer Economics (3)

DEPARTMENT OF PHILOSOPHY AND PSYCHOLOGY*

**COURSES FOR GRADUATES AND ADVANCED
UNDERGRADUATES:**

- G-413—Philosophy of Education (3)
G-414—Phe Psychology of Exceptional Children (3)

*Courses described in undergraduate section.

If you would like to make application for admission to the Graduate Division, please fill in the following inquiry and send to the Director of the Graduate Division. An application form will then be sent to you.

Are you interested in taking graduate work

at Memphis State College?.....

If so, when do you contemplate entering?.....

Do you plan to complete the degree without interruption?.....

For what type of educational work are you preparing?

Elementary Instructor ☐ Elementary Supervisor ☐

Elementary Principal ☐ Secondary Instructor ☐

Secondary Supervisor ☐ Secondary Principal ☐

City Superintendent ☐ County Superintendent ☐

In what content field are you interested in minoring?

English ☐ Social Sciences ☐

Chemistry ☐ Biology ☐

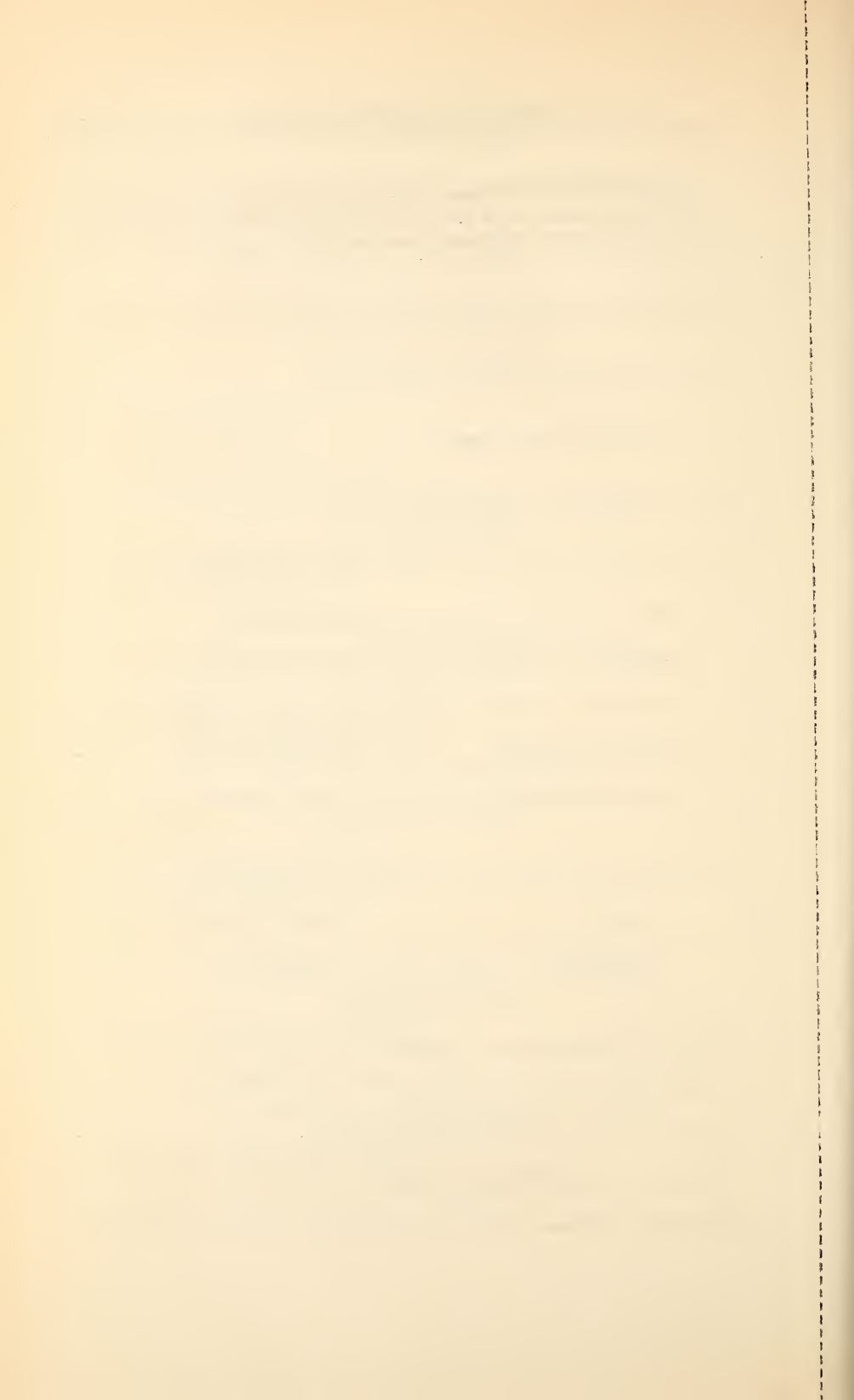
From what college did you graduate?.....

When?.....

What was your undergraduate major?.....

What was your undergraduate minor?.....

Name and Address.....



**DEPARTMENT OF INSTRUCTION
GRADUATES AND UNDERGRADUATES**

ART AND PENMANSHIP

Miss McCormack

Since Art is one of the most important educational factors in child life, the Art Department proposes to serve the needs of those preparing to teach in the elementary and high schools of the State. It also affords an opportunity for students in the college to obtain a cultural, critical, and historical understanding of the great art of all times.

Art 111—Art Education in the Primary Grades. (3).

A course designed for teacher training in the theories and practice of art education in the primary grades through participation in problems based on children's interests and activities. Manuscript writing is included in this course. Two hour lecture; two hours laboratory.

Art 112—Art Education in the Elementary Grades. (3).

A continuation of 111 with a more comprehensive study of the principles and developments of the different phases of art taught in the elementary grades. Two hour lecture; two hours laboratory.

Art 113—Art Education for Intermediate Grades and Junior High School. (3).

Problems providing opportunity to develop skill in representation through the use of pencil, tempora, block printing, and lettering. Two hour lecture; two hours laboratory.

Art 211—Representative Drawing, Design. (3).

This course is particularly designed to give practice in creative art expression. Problems in drawing, color, design, and applied art will be studied. Two hour lecture; two hours laboratory.

Art 212—Poster Design. (3).

This course is designed to lead the student to a knowledge of advertising through experience in the use of design, principles of color, and lettering. The place of the poster in the school curriculum is emphasized. Two hour lecture; two hours laboratory.

Art 213—Drawing and Composition. (3).

This course deals with the analysis and construction of form, emphasizing perspective, composition, and technique. Media are pencil, pen and ink, charcoal, and watercolor. Two hour lecture; two hours laboratory.

Art 214—Elementary Art Appreciation. (3).

A cultural course aiming to develop an intelligent appreciation of the underlying principles of Art.

A study of the great achievements in sculpture, painting and architecture. Emphasis is placed on the selection and presentation of the masterpieces of Art.

Art 311—Art Appreciation. (3).

This course offers an opportunity for appreciative study with special reference to creative periods and their relation to the development of man; to recognize the value of art as an educational, cultural, and social force to the extent that it expresses thought of the people of any age. Three hours lecture.

ART 312—Arts and Crafts. (3).

Processes and problems in applied design. Topics—Textile decoration in batik, stencil and block printing, wood carving, weaving, and other craft problems suitable to school and club work. One hour lecture; four hours laboratory.

Art 313—Advanced Drawing and Painting. (3).

Work is done in various selected mediums from original still life arrangements of flowers emphasizing value, texture, and tone. One hour lecture; four hours laboratory.

Art 411—Public School Art. (3).

This course includes the study of the place of Art in the program of the school from the standpoint of appreciation through creative expression. Problems in color and design from the standpoint of age, interest, attainment level of children are carried out in paper, water-color, finger painting, manuscript writing, crayon, and lettering.

Penmanship 100—Teaching of Penmanship. (1).

The purpose of this course is to teach the principles of an easy and legible business style of writing. The main purpose of the course is pedagogical. Two hours laboratory.

Penmanship 101—Teaching of Penmanship. (1).

This is a continuation of Penmanship 100.

DEPARTMENT OF BIOLOGY**Mr. Rudolph, Chairman****Mr. Bennett, Mr. Folden, Mr. Freeman, Mr. McGowan**

Courses in the Department of Biology are designed to increase the student's appreciation of his environment and to contribute to his cultural background. The courses meet the needs of students preparing to enter the fields of professional biology, medical technology, and nursing; and to meet the entrance requirements for dental, medical, and pharmacy schools.

Majors in biology are required to complete 44 hours in prescribed courses in biology and one year of general chemistry. Enough work to constitute a minor must also be completed in some other department. For those who plan to teach general science or to do graduate work in biology, one year each of mathematics, physics and organic chemistry are recommended.

The major in biology may choose between two areas of concentration, botany and zoology, for the greater portion of his work. The majors who choose botany for their field of concentration will take biology 142, 143, 201, 202, 203, 204, 300, and 403. Those who choose zoology will take biology 141, 142, 143, 300, 330, 331, 332 and 404. The major in either field may elect 12 additional hours from any courses in biology above 199.

A minor in biology requires that the student complete 27 hours in the department including 141, 142, 143. Electives may be chosen from any biology courses above 199.

Premedical students may meet the biology requirements for entrances to medical school by completing biology 141, 142, and 143. It is recommended that they also take 330, 331, and 332. Prepharmacy students may meet the biology requirements by taking biology 142, and 143. Biology 141 should not be taken by the prepharmacy student.

Student nurses may meet the biology requirement by taking biology 121, 122, and 130. Home economics majors are required to take biology 241 and 242. Students who plan to enter the field of medical technology should consult with some member of the biology staff who will suggest a suitable program to follow.

Elementary teachers may meet the science requirement for the elementary certificate by taking biology 111, 112, and 113. All students who plan to teach are referred to specific requirements for certification listed elsewhere in the catalogue and, in addition should consult with the head of the Education Department.

DESCRIPTION OF COURSES**100—Nature Study. (3).**

A course to encourage an interest in living things in relation to their environment, to develop the observational powers of the student, and to discover the aesthetic and cultural values of Nature Study in the grades. Two hours lecture, two hours field or laboratory work.

111, 112, 113—Introduction to Biology. (3 credits per quarter).

Designed primarily for those who plan to teach in the elementary grades and other students who may desire a general survey course in biology. A general survey of the plant and animal kingdom with emphasis upon biological principles. Not acceptable for pre-medical requirements or biology major. Two one-hour lectures—discussion periods and one two-hour laboratory period each week.

121—Anatomy and Physiology. (4).

A detailed study of the structure of the human organism, but with physiological correlations whenever advisable. Lectures, demonstrations, and laboratory exercises. Two hours lecture and four hours laboratory.

122—Anatomy and Physiology. (4).

A continuation of 121. Physiological considerations predominate, but additional anatomical and histological studies are included where needed to clarify the subject. Two hours lecture, four hours laboratory.

130—Microbiology. (4).

Lecture-demonstrations, recitations, and quizzes are closely correlated with laboratory practice to develop an understanding of the characteristics and activities of micro-organisms and their relations to health and disease. Microscopic study and laboratory practice in some of the basic aseptic techniques are emphasized. No prerequisite, but General Chemistry is advised. Two hours lecture; four hours laboratory.

141—General Biology (Plant Biology). (4).

A survey course designed to introduce students to fundamental biological principles and processes studied from the standpoint of natural history, identification characteristics, physiological functions, adaptation, interrelationships, and economic importance. Three hours lecture; two hours laboratory.

142—Zoology. (4).

A continuation of Biology 141 in which the same plan of study is applied to invertebrate animals exclusive of Arthropodia. Three hours lecture; two hours laboratory.

143—Zoology. (4).

A continuation of Biology 142 in which the same plan of study is applied to the Arthropoda and to selected types of vertebrate animals. Three hours lecture and two hours laboratory per week.

201—General Botany. (4)

Main emphasis will be placed on the structure of the higher seed plants. Some consideration will be given to their physiology. Open to freshmen. Two lectures and four laboratory hours per week.

202—General Botany. (4)

A continuation of Biology 201 with emphasis given to the algae, fungi, mosses, and ferns. Two lectures and four laboratory hours per week.

203—General Botany. (4)

Gymnosperms and angiosperms will receive some consideration. Reproduction, ecology, and classification of higher plants will be emphasized during the last part of this course. Two lectures and four laboratory hours per week.

204—Field Botany. (4)

Representative specimens of the flowering plants in season will be collected, classified, and mounted. Attention will be given the habitats of the plants on field trips. Prerequisite at least eight hours of the Botany 200 series or permission of instructor. Two lectures and four laboratory hours per week.

211—Entomology. (4).

An introductory course in which emphasis is placed upon insects of economic importance. A representative mounted collection of local insects is required. Two hours lecture; four hours laboratory.

241, 242—Physiology. (4 credits per quarter).

A study of the fundamental physiological processes of the human body. Studies of the structure of the various parts of the body will be included where they may be helpful to an understanding of the physiological principles involved. The laboratory work consists of experiments illustrating fundamental physiological processes. Designed for sophomores and others who have had at least eight hours of animal biology or zoology, or home economics majors by permission. A year of chemistry is recommended. Two hours lecture, four hours laboratory each week. Physiology 241 must precede 242.

300—Genetics. (4).

The general principles of genetics are studied, but plant material mainly is used for demonstration. Three hours lecture; two hours laboratory. Prerequisite: twelve hours of Biology.

302—Bacteriology. (4).

Microorganisms, especially bacteria, yeasts and molds, will be studied in their biologic and economic aspects. Two hours lecture; four hours laboratory. Prerequisite: twelve hours of Chemistry.

310—Landscape Gardening. (3).

A study of landscape ornamental plants and planting plans. Three hours lecture-recitations per week; field trips.

315—History of Biology. (3).

The development of the biological sciences from early times and the influence of some of their contributions. Three hours lecture. Prerequisite: Twelve quarter hours credit in biological science.

320—Forestry. (3).

A study of trees in regard to their identifications, strength and uses of wood, destructive agents, their requirements for growth, and their economic aspects. Two hours lecture; two hours laboratory.

330—Comparative Anatomy of Vertebrates. (4).

A comparative study of the organs and systems of selected forms of vertebrates. Two hours lecture; four hours laboratory. Prerequisite: Biology 142 and 143.

331—Comparative Anatomy of Vertebrates. (4).

Continuation of Biology 330. Two hours lecture; four hours laboratory. Prerequisite: Biology 330.

332—Vertebrate Embryology. (4).

A consideration of the fundamentals in the development of selected vertebrate embryos from the fertilized egg cell. Two hours lecture; four hours laboratory. Prerequisite: Biology 330 and 331.

340—Ornithology. (4).

A study of the habitats, migrations, nesting habits and the classification of birds. Field trips for recognition of the more common local birds will be organized as needed. Two hours lecture; four hours laboratory. Prerequisite: Twelve hours of biology, including Biology 143.

350, 351—Plant Physiology. (4 credits per quarter).

The functions of the morphological parts of plants and their reaction to the environment. Three hours lecture; two hours laboratory. Prerequisite: Twelve hours in the biological sciences. Biology 200 and 201 are desirable.

352—Ecology. (4).

A study of the interactions between organisms and their environment. Consideration is given to plant and animal societies that develop in response to their environmental factors. Three hours lecture; two hours laboratory. Part of the laboratory will be done as field work. Prerequisite: Twelve hours in the biological sciences.

Biology 360—Animal Parasitology. (4).

A general survey of morphology, life history, and economic importance of some of the parasites of man and domestic animals with special emphasis placed on those that affect man. Two lectures and four laboratory hours each week. Prerequisite: twelve hours of biology with laboratory.

Biology 361—Animal Parasitology. (4).

A continuation of Biology 360. Two lectures and four laboratory hours each week.

403—Plant Histology. (4).

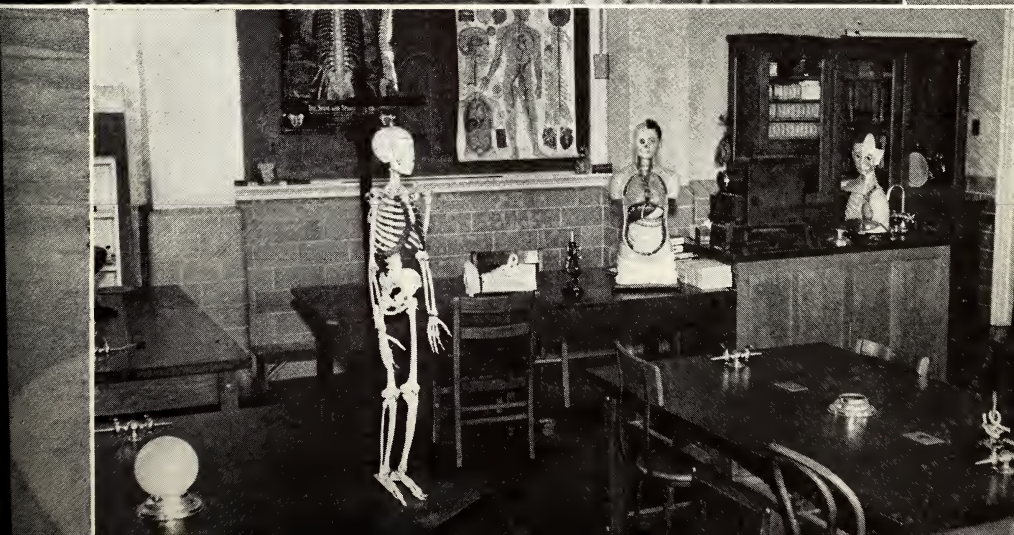
A detailed study of plant tissues, and the killing, staining and mounting of sections to make permanent slides. Open to juniors and seniors who have had Biology 200 or 202. Two hours lecture; four hours laboratory.

404—Histological Technique. (4).

Methods of preparing animal tissues for microscopic study, theories of staining, and preparation of permanent mounts of animal tissues. Two hours lecture; four hours laboratory. Prerequisite: eight hours of zoology or consent of instructor.

405—Sanitary Bacteriology. (4)

A study of microorganisms in relation to water and sewage; disinfection and disinfectants. Public health aspects are emphasized. Two hours lecture; four hours laboratory. Prerequisite: Biology 302 or its equivalent.





505—Food Bacteriology. (4)

The relation of bacteria, yeasts, and molds to food products; the control of microorganisms in preserving and processing of foods. Lecture two hours; laboratory four hours. Prerequisite: Bacteriology 302 or its equivalent.

420—Aquatic Botany. (4)

A general study of the aquatic algae in local waters. Their identification and life history will be considered. Two hours lecture; four hours laboratory. Prerequisite: twelve hours of botany.

530—Dendrology. (4)

Identification, habitat, and growth requirements of principal trees in this locality. Some consideration will be given to other trees of the United States. Two hours lecture; four hours laboratory. Prerequisite: twelve hours of botany.

520—Field Zoology. (4)

Designed to acquaint the student with a field knowledge of the animals of this locality. Identification, life history, and habitat will be considered. Birds and insects to be omitted. Two hours lecture; four hours laboratory. Prerequisite: twelve hours of biology including eight hours of zoology.

550—Economic Entomology. (4)

A study of the insect pests of farm, garden, orchard, and household. Their structure, life history, injury, and control measures will be considered. Two hours lecture; four hours laboratory. Prerequisite: Biology 211 or its equivalent.

GRADUATE COURSES

Note: Courses preceded by "G" are described above.

G-405—Sanitary Bacteriology. (4)**G-505—Food Bacteriology. (4)****G-420—Aquatic Botany. (4)****G-530—Dendrology. (4)****G-520—Field Zoology. (4)****G-550—Economic Entomology. (4)****510—Plant Pathology. (4)**

Basic principles concerning the chief diseases of common crop plants. Identification characteristics, injury, and control measures will receive consideration. Two hours lecture; four hours laboratory. Prerequisite: twelve hours of botany.

540—Ornithology. (4)

A course dealing with the life history, taxonomy, and ecology of birds. Two hours lecture; four hours laboratory. Prerequisite: Biology 340 or its equivalent.

DEPARTMENT OF BUSINESS ADMINISTRATION

Edward I. Crawford, Chairman

Miss Cambron, Mrs. Crawford, Mr. Houghton, Mr. Hurley, Miss Johnson, Mr. Milner, Mr. Spiceland, Mr. Taylor, Miss Teague

Objectives of the Department. It is the purpose of the Business Administration Department to provide its graduates with an adequate foundation in business principles and specialized abilities which will enable them to advance to position of responsibility and authority and to hold those positions with competence and efficiency; at the same time making provision for a broad general education. Special consideration is given to the preparation of outstanding teachers of business subjects.

The specific prescriptions for graduation with a major in the Department of Business Administration are as follows:

1. **General Requirements.** The requirements set down by the college for all graduates in all departments, as stated elsewhere in the catalog, are:

- a. A total of 198 quarter hours of credit with an average grade of C or better. A minimum of 72 of these hours must be in courses numbered above 299.
- b. Physical Education—five times per week for six quarters.
- c. Two years (18 credit hours) of prescribed courses in English.
- d. One year (9 credit hours) of prescribed courses in the History of the United States.

2. **Typewriting.** All majors and minors in Business Administration must demonstrate ability to write on the typewriter, using the touch system. Completion of courses 161-162-163 satisfies this requirement.

3. **Minor.** Every major in Business Administration must select some other department as his minor or secondary field of concentration. He must complete such work in that department as may be designated for the purpose. This will consist of a minimum of 27 quarter hours of which not less than 9 shall be in courses numbered above 299. A minor for teaching English requires 18 hours in upper division courses.

4. **Major.** The major comprises the designated courses in Business Administration necessary for the degree. This will regularly comprise a minimum of 18 hours in 200-courses and 36 hours in courses numbered above 299, in addition to the courses taken in the freshman year. Courses 211-212-213 and 221-222-223 are required for all majors in the department.

The courses recommended for each of the Business Administration sequences are given below by years. With permission of the major professor, substitutions may be allowed in some sequences.

Electives may be selected freely from the college catalog except that the minor must be worked out as part of the chosen electives.

The sequences for Accounting and Management are identical for the first two years, specialization being undertaken at the start of the junior year. An individual 4-year sequence is set up for Secretarial students.

Accounting and Management—First Two Years

1st Year		2d Year	
Bus. Ad.	*111-112-113	Bus. Ad.	211-212-213
English	111-112-113	Bus. Ad.	221-222-223
Bus. Ad.	**161-162-163	English	211-212-213
Phys. Ed.	Each quarter	History	221-222-223
Electives: 6 to 9 hrs. each quarter		Phys. Ed.	Each quarter
		Electives: 6 hours each quarter	

*Course 111 is open only to first quarter freshmen.

**With permission of instructor, students able to type may be excused from one or more courses of 161-162-163.

Major in Accounting. The accounting sequence provides adequate preparation for all but the most technically specialized accounting activities. After completing the subjects indicated below, a person should be eligible to take a C. P. A. examination, and to hold practically any accounting position. He will also be well-grounded in management, especially if he selects as a part of his electives such courses as: Bus. Ad. 341, 342, 343, 441, 442, and 443.

3d Year		4th Year	
Bus. Ad.	313, 322-323	Bus. Ad.	422, 446, 423
Bus. Ad.	326-327, 328	Bus. Ad.	424-425, 428
Bus. Ad.	331-332-333		

Internship in Accounting. Each year a few specially qualified seniors majoring in accounting will be assigned to offices of certified public accountants for in-service training, indicated as course 427.

Minor in Accounting. A student may satisfy the requirements for a minor in Accounting by qualifying in typing and by completing the following subjects with grades satisfactory to the Department of Business Administration: Bus. Ad. 211-212-213, 221-222-223, 322-323, and 326-327.

Major in Business Management. The Business Management sequence is specifically developed for those who will later occupy various types of managerial positions in either private industry or public enterprise; or who will operate businesses of their own. Both operational and theoretical courses are offered.

3d Year		4th Year	
Bus. Ad.	311, 312, 313	*Bus. Ad.	445, 446, 447
Bus. Ad.	322-323, 345	**Bus. Ad.	441, 442, 443 or
Bus. Ad.	331-332-333	***Bus. Ad.	411, 412, 413

*For all management majors

**For general business management majors

***For students majoring in finance

Major in Sales Management. The Sales Management sequence is developed to provide special training in the distributive occupations for those whose major interests are in the field of selling and directing sales.

3d Year		4th Year	
Bus. Ad.	311, 312, 313	Bus. Ad.	411, 412, 443
Bus. Ad.	331-332-333	Bus. Ad.	436, 445, 446
Bus. Ad.	341, 342, 343		

Major in Secretarial Administration. The Secretarial sequence provides a thorough foundation in secretarial activities and, at the same time, gives the student a broad, general business training.

1st Year		2d Year	
Bus. Ad.	*111-112-113	Bus. Ad.	211-212-213
Bus. Ad.	**161-162-163	Bus. Ad.	251-252-253
English	111-112-113	English	211-212-213
Phys. Ed.	Each quarter	History	221-222-223
Electives: 6 hours each quarter		Phys. Ed.	Each quarter
		Electives: 6 hours each quarter	

*Course 111 is open to first quarter freshmen only.

**With instructor's permission, course 161 may be omitted.

3d Year		4th Year	
Bus. Ad.	221-222-223	Bus. Ad.	444, 445, 446
Bus. Ad.	351-352-353	Bus. Ad.	451, 453, 462
Bus. Ad.	441, 442, 443		

Secretarial Minor. A student may fulfill the requirements for a minor in Secretarial Administration by qualifying in typing and completing the following courses with grades satisfactory to the Business Administration Department: Bus. Ad. 251-252-253; 351-352, 444-445-446, 462.

BUSINESS TEACHER PREPARATION

The requirements for certification to teach courses in Business Education in Tennessee high schools include: (a) Completion of requirements for a major or a minor in Business Administration, and (b) a minimum of 27 hours in Education courses, as indicated below:

- Two courses (6 hours) prescribed for all certificates:
Ed. 211—Principles of Secondary Education (3).
Ed. 308—Educational Psychology (3).
- Four courses (12 hours) selected from the following:
Ed. 307—Psychology of Adolescence (3).
Ed. 451—History of Education. or Ed. 452—History of Education in the United States (3).
Ed. 456—Educational Sociology (3).
Ed. 461—Secondary School Curriculum (3).
Ed. 466—Audio-Visual Aids to Teaching (3).
Ed. 471—Guidance in the Secondary School (3).
Ed. 473—Educational Tests and Measurements (3).
Ed. 476—Mental Hygiene and the School (3).
Ed. 481—High School Administration (3).
Psych. 112—General Psychology (3).

3. Two courses (6 hours) in methods and student teaching:
Ed. 391—Materials and Methods in High School Business Subjects (3).
Ed. 416—Directed Student Teaching in High School Business Subjects (3).
4. One course (3 hours) selected from the following:
Ed. 381—Foundations of teaching Methods in High School Subjects (3).
Ed. 392—Materials and Methods in the Minor Field (3).
Ed. 417—A Second Quarter in Directed Student Teaching in either the Major or the Minor Field (3).

It is recommended that prospective teachers take the sequence below in complying with items 3 and 4:

- Ed. 381—Foundations of Teaching Methods in High School Subjects (3).
- Ed. 391—Materials and Methods in High School Business Subjects (3).
- Ed. 416—Directed Student Teaching in High School Business Subjects (3).
- Ed. 417—A Second Quarter in Directed Student Teaching in either the Major or the Minor Fields (3).

Certification in Specific High School Subjects. A prospective teacher may be certified to teach as many high school business subjects as he desires. The number of college credit hours required for each of those listed by the State Board of Education, and the college courses which satisfy them are given below:

- Bookkeeping or Accounting—9 hours in accounting courses (satisfied by Bus. Ad. 221-222-223).
- Business Law—9 hours in economics (satisfied by Bus. Ad. 211-212-213) and 9 hours in Business Law (satisfied by Bus. Ad. 331-332-333).
- Economics—9 hours in economics (satisfied by Bus. Ad. 211-212-213).
- Office Management or Office Practice—6 hours from the Management sequence (selected from: Bus. Ad. 441, 442, 443, 445, and 446).
- Salesmanship—6 hours from the Distributive sequence (selected from: Bus. Ad. 341, 342, 343, and 436).
- Shorthand—9 hours in shorthand courses (satisfied by Bus. Ad. 251-252-253).
- Typewriting—9 hours in courses in typewriting (satisfied by Bus. Ad. 161-162-163, or 162-163, and 261).

DESCRIPTION OF COURSES

111—Introduction to Business I. (3)

An orientation course for freshmen in their first quarter at college. It provides a survey of the business field with a general outline of opportunities in various business activities. Open only to first quarter freshmen. Three lectures per week.

112—Introduction to Business II. (3)

Continuation of course 111. General objectives of business training, development of a business vocabulary, principles of markup and

price determination, promissory notes, credit. Three lectures per week. Open to lower division students only.

113—Introduction to Business III. (3)

Continuation of Course 112. Interpretation of business problems involved with such situations as depreciation, foreign exchange, distribution of partnership profit or loss, payrolls, development of sinking funds, financing long and short term loans, and analysis of simple statistical presentations. Three lectures per week. Open to lower division students only.

161—Elementary Typing I. (3)

Mastery of the keyboard, knowledge of the parts of the typewriter and their operation, acquisition of a typing rate of approximately 25 words per minute. Three hours lecture and one hour laboratory per week. Laboratory fee: \$1.00 per quarter.

162—Elementary Typing II. (3)

Typing of business letters, manuscripts, and simple tabulation. Acquisition of a typing rate of approximately 35 words per minute. Three hours lecture and one hour laboratory per week. Laboratory fee, \$1.00.

163—Elementary Typing III. (3)

A continuation of course 162. Further development of typing techniques, preparation of stencils and carbons for use on duplicating machines. Typing of legal documents, accounting reports, and statistical tables. Acquisition of a typing rate of approximately 45 words per minute. Three hours lecture and one hour laboratory per week. Laboratory fee, \$1.00 per quarter.

211—Principles of Economics I. (3)

Foundations of economics, human wants, production, organization of business, large scale production and combination, price and the market, pure and imperfect competition, demand and supply. Three lectures per week. Prerequisite: 3 quarters of college work.

212—Principles of Economics II. (3)

Sellers and costs, price theory in practice, principles of money and banking, American banking system, Federal Reserve System, economic rent and interest, wages and profit. Three lectures per week. Prerequisite: Bus. Ad. 211.

213—Principles of Economics III. (3)

Public finance and taxation, interregional trade, foreign exchange, nationalism and the protective tariff, the business cycle, unemployment, labor unionism, transportation, government control of industry, contrasting economic systems. Three lectures per week. Prerequisite: Bus. Ad. 212.

221—Principles of Accounting I. (3)

Elementary principles, the accounts, journalizing and posting, trial balance, simple worksheet, profit and loss statement, balance sheet. Three lectures and one laboratory per week. Open to sophomores and above. Major or minor credit allowed only on completion of Course 223.

222—Principles of Accounting II. (3)

Departmentalized accounts, the payroll and its deductions, debit over credit worksheet, accruals and deferments, other principles. Three lectures and one laboratory per week. Prerequisite: Bus. Ad. 221.

223—Principles of Accounting III. (3)

The corporation, fiscal period closing, the voucher system, bond issues, further applications of accounting theory. Three lectures and one laboratory per week. Prerequisite: Bus. Ad. 222.

251—Fundamentals of Shorthand I. (3)

A study of the theory of shorthand based on the Gregg simplified manual. Students must be able to type or be enrolled in Bus. Ad. 161 while taking this course. Three lectures per week. Major or minor credit allowed only on completion of Bus. Ad. 253.

252—Fundamentals of Shorthand II. (3)

Continuation of the study of Gregg Shorthand Theory, development of vocabulary, and of ability to write simple matter in shorthand from dictation and to transcribe it accurately. Students must be enrolled in or have credit for Bus. Ad. 162 while taking this course. Three lectures per week. Major or minor credit allowed only on completion of Bus. Ad. 253. Prerequisite: Bus. Ad. 251.

253—Fundamentals of Shorthand III. (3)

Completion of coverage of shorthand theory, acquisition of ability to take rapid dictation and transcribe it accurately. Student must be enrolled in or have credit for Bus. Ad. 163 while taking this course. Three lectures per week. Prerequisite: Bus. Ad. 252.

261—Advanced Typing I. (3)

A review of letter writing; arrangement of reports, manuscripts, and literary matter; tabulation of statistics and other information; speed development. Prerequisite: Bus. Ad. 163. Laboratory fee, \$1.00 per quarter.

262—Advanced Typing II. (3)

A course designed for those who require typing for personal use. Prerequisite: Bus. Ad. 163. Laboratory fee, \$1.00 per quarter.

311—Corporation Finance. (3)

Long-and short-term financial instruments and techniques used in organization and operation of modern business. Three lectures per week. Prerequisite: Bus. Ad. 213.

312—Introduction to Money and Banking. (3)

Functions of money, standards of value, general principles of banking with special reference to the banking system of the United States. Three lectures per week.

313—Office Standards. (3)

Training in analysis and interpretation of information collected by the business office, methods of developing standards such as busi-

ness indexes and trends based on the information collected, business forecasting. Three lectures per week. Prerequisites: Bus. Ad. 113 and 213, or permission of instructor.

322—Cost Accounting I. (3)

The Voucher System, material inventory records, departmentalizing factory expenses, accounting for labor, process cost, job order cost procedures. Three lectures per week. Prerequisite: Bus. Ad. 223. Major or minor credit allowed only on completion of Bus. Ad. 323.

323—Cost Accounting II. (3)

Estimated cost systems, budgetary control, standard cost procedures, statements and reports, uniform cost system. Three lectures per week. Prerequisite: Bus. Ad. 322.

326—Intermediate Accounting I. (3)

Review of Accounting Statements, cash, notes and accounts receivable, inventories, consignments, installment selling, investments, fixed tangible assets. Three lectures per week. Prerequisite: Bus. Ad. 223.

327—Intermediate Accounting II (formerly 421). (3)

Depreciation and depletion, disposal of fixed assets, intangible fixed assets, liabilities, funds and reserves, statement of source and application of funds, corporations. Three lectures per week. Prerequisite: Bus. Ad. 326.

328—Income Tax Procedures I (formerly 426). (3)

A study of Federal and state income tax regulations and training in the preparation of income tax returns for individuals and partnerships. Three lectures per week. Prerequisite: Bus. Ad. 327.

331—Business Law I. (3)

Principles of business law covering the fields of contracts and agency. Three lectures per week. Prerequisite: 2 years of college work.

332—Business Law II. (3)

Negotiable instruments, banks and banking, partnership organization and dissolution, organization and rights and limitations of corporations, dissolution of corporations, personal property, sales. Three lectures per week. Prerequisite: Bus. Ad. 331.

333—Business Law III. (3)

Bailments, security, mortgages, conditional sales, suretyship, insurance, real estate, landlord and tenant, liens, trade regulations. Three lectures per week. Prerequisite: Bus. Ad. 332.

336—International Trade. (3).

History and criticism of national commercial policies and doctrines; recent techniques for the control of imports, exports, and foreign investments; trade barriers; the problem of international cooperation and trade agreements; problems of policy presented by war and postwar readjustment. Prerequisite: Bus. Ad. 211-212-213.

341—Marketing. (3).

Essentials of the present day market structure, methods of distribution, functions of the various types of middlemen. Emphasis is placed on marketing of farm products as raw materials. Prerequisite: Bus. Ad. 211-212-213.

342—Advertising. (3).

Functions, theory, principles, and applications of advertising; techniques for measuring the effects of advertising on human motives, interest, habits, and other functions as they relate to advertising practice. Prerequisites: Bus. Ad. 211-212-213 (Psych. 112 recommended).

343—Retailing. (3).

Current trends in retailing; salesmanship techniques; economics of retailing; retail store management and operation; records and reports of the retail store; planning and operation of the budget; merchandise planning and control. Prerequisite: Bus. Ad. 211-212-213, 341.

345—Insurance. (3).

Theory, practice, and problems in the principal types of insurance; life, fire, marine, casualty, and surety insurance; rates and rating; actuarial activities. Prerequisites: Bus. Ad. 211-212-213.

346—Transportation. (3).

Development of the American transportation system—waterways, highways, railways, and air; character of modern transportation services; rates and rate making; public aid and regulation; problems of traffic management. Prerequisites: Bus. Ad. 211-212-213.

351—Advanced Shorthand Theory I. (3)

Review of shorthand theory, expansion of vocabulary. Three lectures per week. Prerequisites: Bus. Ad. 163, 253.

352—Advanced Shorthand Theory II. (3)

Further expansion of vocabulary, increase in rate of taking dictation. Three lectures per week. Prerequisite: Bus. Ad. 351.

353—Advanced Shorthand Theory III. (3)

Practice in sustained rapid dictation, development of speed in transcription; minimum dictation rate 120 words per minute. Three lectures per week. Prerequisite: Bus. Ad. 352.

411—Investments. (3).

Security analysis, evaluation of securities, investment limitations of various groups, the investment market, sources of information, interpretation of financial news, diversification principal, functions of investment banks. Prerequisites: Bus. Ad. 211-212-213; 221-222-223.

412—Money and Banking. (3)

Problems in Modern Banking, Federal Reserve System, the savings bank, the investment bank, financing agriculture, consumer credit, problems of inflation, recent banking legislation. Three lectures per week. Prerequisite: Bus. Ad. 312.

421—Changed to 327.

413—Public Finance. (3).

Methods of taxation—city, county, state, and national; public spending; development of the national debt; possible economies. Prerequisite: Bus. Ad. 211-212-213.

422—Advanced Accounting. (3)

Partnership organization and dissolution, statement of affairs, receivership, statement of realization and liquidation, agency and branch accounting, consolidations. Three lectures per week. Prerequisite: Bus. Ad. 327.

423—Analysis of Financial Statements. (3).

Nature and scope of financial reports, effectiveness of analysis techniques, interpretation of business reports, specific study of typical statements. Three lectures per week. Prerequisite: Bus. Ad. 327.

424—Auditing I. (3)

Ethics of the accounting profession, auditing standards and procedures, programs of audit of various accounts, construction and indexing of working papers, reports to clients. Three lectures per week. Prerequisite: Bus. Ad. 327.

425—Auditing II. (3)

Application of auditing principles in verification of financial statements, preparation of reports, case studies applicable to specific industries, current trends. Three lectures per week. Prerequisite: Bus. Ad. 424.

426—Changed to 328.**427—Internship in Accounting. (3)**

Seniors majoring in Accounting, after receiving approval of the accounting faculty, are placed in the offices of cooperating public accounting firms to receive on-the-job training under the direct supervision of a certified public accountant and the general supervision of the college accounting staff. Credit allowed upon acceptance of report of work done, verified by supervising accountant, and completion of qualifying examination.

428—Income Tax Procedures II. (3)

Federal Income Tax Laws and regulations for corporations, estates, and fiduciaries. Three lectures per week. Prerequisite: Bus. Ad. 328.

436—Consumer Economics (3).

Problems of the consumer in dealing with retailers and producers. Prerequisite: Bus. Ad. 211-212-213.

441—Business Organization and Management. (3)

Types of business organization, methods of financing business enterprise, organization of the various departments of business. Prerequisite: Bus. Ad. 211-212-213.

442—Management of Small Business (3).

Organization, operation, and problems involved in the operation of the individually owned and controlled business enterprise, kinds of business fitted for individuals. Financial and legal questions involved. Three lectures per week.

443—Personnel Administration. (3).

Practices in use for improving internal morale in industries; methods used in selecting new employes and making promotions; an attempt to evaluate plans for improvement. Prerequisites. Bus. Ad. 111-112-113, 211-212-213.

444—Business English (Business Correspondence I) (3).

Correct usage in punctuation, capitalization, writing or spelling numbers, dividing and compounding words, and the like; acquisition of ability to write in business phraseology. Three lectures per week. Prerequisite: Ability to type.

445—Business Letter Writing (Business Correspondence II) (3).

Psychology of business letter writing, classification of letters into types based on analysis of business situations, practice in compiling each of the more commonly used types of business letters. Three lectures per week. Prerequisite: Ability to type.

446—Communication and Report Writing (Business Correspondence III) (3).

Interoffice communications and report writing including audit reports and reports of surveys, filing of correspondence and other records. Three lectures per week. Prerequisite: Ability to type.

447—Real Estate (formerly 344) (3).

Real estate law, property descriptions, methods of transferring property, joint ownership, tax sales and title to property, inheritance of real property. Prerequisite: Bus. Ad. 211-212-213.

451—Applied Secretarial Practice. (3).

A study of the qualifications, duties, and training of a secretary; relation of secretarial work to other activities of the office; acquaintance with basic office equipment. Prerequisite: Bus. Ad. 112, 213, 262, 352.

453—Secretarial Dictation. (3).

Shortcuts in taking dictation, practice in taking technical letters and reports, conferences and minutes, court testimony and depositions, development of an increased speed in transcription. Prerequisites: Bus. Ad. 451.

462—Secretarial Typing (3).

Production typing with emphasis on development of familiarity with vocabulary, forms, and techniques required in legal, insurance, construction and architecture, medical, financial, radio, scenario, and publishing company offices; training in the use of dictating machines. Three lectures and one laboratory per week. Prerequisite: Bus. Ad. 163. Laboratory fee, \$1.00 per quarter.

GRADUATE COURSES

Note: Courses preceded by "G" are described above.

G-436—Consumer Economics (3).

G-445—Business Letter Writing (Business Correspondence) (3).

G-446—Business Letter Writing (Business Correspondence) (3).

DEPARTMENTS OF CLASSICAL AND MODERN LANGUAGES

Miss Smith, Chairman

Mrs. Heatherly, Miss Heiskel, Mr. Linden

LATIN

Latin is taught as a language and literature valuable in itself as a means of the best intellectual and cultural training, as a means of learning English, as the chief source of technical terms used in science and law, and as the key to general knowledge.

The Johnson Memorial Library with its several hundred volumes on Roman antiquities and Latin literature offers splendid advantages to the student preparing to be a Latin teacher. Supplementary work in this library is a part of the required curriculum.

Much pleasure and profitable work are found in the activities of the department through the Latin Club. The several classes in the department take charge of the biweekly programs and the annual Latin tournament banquet.

The Major. Students who major in Latin are required to take thirty-six quarter hours of Latin, twenty-seven of which must be in the Latin language, and eighteen of which must be chosen from courses numbered 200 and above. A group major may consist of twenty-seven hours in the Latin language and nine hours in French or Spanish. In this combination, eighteen hours must be in Latin courses numbered 200 and above.

A second field of concentration of twenty-seven credit hours in a related field is required. English, French, or Spanish is recommended.

The electives will be selected by the student and approved by the head of the department directing the subjects selected.

Latin 100a is open to students who have not previously studied Latin.

Students who have completed one high school unit of Latin may enter Latin 100b with permission of the instructor.

Courses 100-101-102 are open to students who enter with two units of high school Latin, or who have successfully completed courses 100a and 100b, or who have successfully completed course 100c.

Latin 100A, 100B, 100C can not be counted as credit for a major or minor in Latin but can be counted as college credit in the free elective group. If the second field of concentration is in the field of Latin, consult the Head of Latin Department.

Courses 110, 304, 404, and 408 are given in English and are open to students who have had no Latin.

DESCRIPTION OF COURSES

100a—Elementary Latin. (3).

Fundamentals of grammar; Latin and English vocabulary; selected readings.

100b—Elementary Latin. (3).

Grammar; vocabulary and word study; selected readings.

100c—Intermediate Latin. (3).

Grammar; vocabulary and word study; selected readings from Caesar.

100—Cicero's *Orations Against Catiline*. (3).

The *Orations* are studied and are used as the basis for Latin prose composition.

101—Advanced Latin Grammar and Composition. (3).

This course includes the orderly presentation of the essential facts of the grammar, the translation of connected English into idiomatic Latin, and the study of the style and structure of Latin discourse.

102—Cicero's *Pro Marcello*, *Pro Archia*, *Pro Lege Manilia*. (3).103—Vergil's *Aeneid*, three books. (3).

110—Greek and Roman Mythology. (3).

Lectures, library assignments, scrap-book work, dramatization. Course given in English. Open to students not taking Latin.

112—Survey course in Roman literature. (3).

This course is based on translations of the Latin classics. It is designed to give the students a knowledge of the history of Latin literature and an understanding of Latin masterpieces in relation to Roman life and European literature.

120—Ovid—Selections from *Metamorphoses*, *Fasti*, *Tristia*. (3).

121—Livy—Parts of Books XXI-XXII. (3).

A study of Livy's style and peculiar treatment of a narrative as a historian.

122—Cicero's Essays. *De Amicitia*. *De Senectute*. (3).200—Pliny's *Letters*. (3).201—Plautus' *Captivi*, with a study of Roman comedy, its relation to Greek and to modern comedy. (3).202—Vergil. Books VI-XII of *Aeneid*

203—Advanced Latin Grammar and Composition. (3).

A continuation of Latin 101.

300—Horace's *Odes and Epodes*. (3).301—Tacitus' *Agricola*. (3).302—Cicero's *Letters*. (3).

303—Terence's *Phormio*, with attention to Roman manners, and to the structure of Roman comedy. (3).

304—Roman Public and Private Life. (3).

An outline of Roman history in the Later Republic and in the Augustan Age, giving the setting for careers of prominent Romans. The course is designed as a background for all courses in Roman literature, and is open to students who have had no Latin.

400—Catullus, with attention to the development of the Latin lyric. (3).

401—Intensive Study of Caesar. (3).

In this course students are required to read widely in the writings of Caesar and to become familiar with his career. The following topics suggest the nature of the work: Caesar's Gallic War, his Civil War, and the books on the Alexandrian War, the African War, and the Spanish War; modern investigations in the geography of his campaigns and his battle-fields; Caesar's purpose in writing the Gallic War; Roman military tactics and army organization; Caesar's personality and the significance of his conquests; the special features of his political career; his writings as history and as literature; Gallic towns, walls, and civilization; the manuscripts and select examples of textual readings.

402—Intensive Study of Cicero. (3).

This course requires a thorough study of eight or ten of the orations not read in high school and of about forty of the letters of special periods. Such topics as the following are used: Cicero's preparation for his success as a pleader before the law courts, the senate, and the people; chronology of his orations and some familiarity with the fifty or more which are still extant; the career of Cicero as patriot and statesman, as writer and literary genius; the last days of the republic and Cicero's part in the changes taking place; the passing of Cicero's ideal state; the manuscripts and select examples of textual readings.

403—Intensive Study of Vergil. (3).

A study of the complete works of Vergil and the influences inducing his particular literary trend and manner; the temperamental and personal qualities of the man; the manuscripts of Vergil; the older traditions which render the text of Vergil far surer than that of any other Latin writer; the development of epic poetry among the Romans and the particular features of Vergil's idyllic rhythm, didactic rhythm; and heroic rhythm; the literary art embodied in the Aeneid and the social and moral purposes which Vergil had in mind; the methods used for transforming Greek and earlier epics into expressions of the genius and aspirations of the Augustan age; the manuscripts and select examples of textual readings.

404—Greek and Roman Art. (3).

This course enables Latin teachers to know and make available to students a large body of material in foreign and American museums.

405—Advanced Horace. (3).

Roman life in the time of Horace is studied through his writings and those of his contemporaries. A careful study is made of the *De Arte Poetica*.

406—Martial's *Epigrams*. (3).

The topics include such points as the meters and variety of poetic form in the epigrams of Martial's satire; the pithy style, and his illustration of life at Rome.

408—The Mediterranean World. (3).

A survey of the historical civilization, with special emphasis for Latin teachers.

Materials and Methods in Teaching Latin—See Education 400.

GRADUATE COURSES

Note: Courses preceded by "G" are described above.

G-401—Intensive Study of Caesar. (3).

G-402—Intensive Study of Cicero. (3).

G-403—Intensive Study of Vergil. (3).

FRENCH

The basic aims for the teaching of French are to acquire:

- a. An acquaintance with the culture, civilization, and history of France,
- b. Fluency in speaking French,
- c. Ability to read with appreciation the masterpieces of French literature.

The Major. A student majoring in French must complete 27 credit hours in French above the freshman year.

A second field of concentration of 27 hours is required.

The electives will be selected by the student and approved by the head of the department directing the subjects selected.

Tests will be given to determine whether or not a student who has had two years of French in high school should take French 211.

Note. Credits in French toward a degree will not be allowed for less than one year's work, unless the student has earned more than two units in high school French.

DESCRIPTION OF COURSES

111, 112, 113—First Year French. (3 credits per quarter).

Pronunciation, grammar, oral and written composition. An elementary reading knowledge is acquired, but the main emphasis is placed on the acquisition of a vocabulary for speaking as well as reading.

211, 212, 213—Second Year French. (3 credits per quarter).

Grammar work is completed and pronunciation perfected. Vocabulary building is continued through the reading of short stories. At the end of the second year the ability to read at sight masterpieces of the short story and to carry on a simple conversation is required.

311, 312, 313—Survey of French Literature. (3 credits per quarter).

A comprehensive study of French literature from the beginnings to the second world war. Great representative masterpieces are read. As a prerequisite the student should have had his survey course in English and American literatures so that he can contrast and compare the great literary movements with greater understanding.

321—Composition and conversation. (3).

Training in pronunciation; thorough review of grammar with special reference to idioms; intensive practice in conversation and comprehension; ear training through dictation, fluent oral reading, and listening to phonograph records.

322—Poetry. (3).

Lyric poetry from its beginnings to the twentieth century.

323—The Essay—Philosophic Prose. (3).

A critical reading and discussion of philosophic ideas and Rabelias, Descartes, Pascal, La Rochefoucauld, Montesquieu, Voltaire, and Rousseau.

411, 412, 413—The Novel. (3 credits per quarter).

Novels are read in historical order of development. The course begins with the medieval romance and ends with twentieth century popular novels. The chief emphasis is on the nineteenth century novels.

421, 422, 423—The Drama. (3 credits per quarter).

Critical reading of representative plays from the Middle Ages to the present to illustrate the origin and development of the drama in France. The emphasis is on classic drama.

Materials and Methods in Teaching French—See Education 400.

SPANISH

The aim of the teaching of Spanish is to train students to use Spanish as a tool; that is, to teach them to speak and write Spanish as well as to understand spoken and written Spanish.

The Major. A student majoring in Spanish must complete 27 credit hours in Spanish above the freshman year.

A second field of concentration of 27 credit hours is required.

A student who wishes to major in Spanish will be advised to take certain related courses as well as the prescribed courses in Spanish, on a basis of what studies he has had in high school and whether he wishes to use Spanish commercially or as a teacher.

Tests will be given to determine whether or not a student who has had two years of Spanish in high school should take Spanish 211.

Note. Credit in Spanish toward a degree will not be allowed for less than one year's work, unless the student has earned more than two units in high school Spanish.

DESCRIPTION OF COURSES

111, 112, 113—First Year Spanish. (3 credits per quarter).

Pronunciation, grammar, content, reading .Open to students who have had no Spanish. Students who have had only one year of high school Spanish may enter 112 at midterm.

211, 212, 213—Second Year Spanish. (3 credits per quarter).

Review and building of grammar and vocabulary, content reading, some conversation. Open to students who have had two years of high school Spanish or other equivalent of 111-112-113.

311, 312, 313—Survey of Spanish Literature. (3 credits per quarter).

History of Spanish literature from the twelfth century to the present day; study of the development of poetry, prose, and drama; reading of representative works in the various fields in successive periods. Open to students who have had the equivalent of 211-212-213.

321—Advanced Composition and Conversation. (3).

Development of ability and skill in the use of Spanish in practical, everyday experiences; review of grammar and vocabulary building where necessary. Open to students who have had the equivalent of 211-212-213.

331—Commercial Spanish. (3).

Study of technical terms, vocabulary, and phraseology used in business and commerce with Spanish-speaking countries; such as, letters, invoices, papers required by consular regulations, and the like. Open to students who have had the equivalent of 211-212-213.

332—Commercial Spanish. (3).

Continuation of 331. Special emphasis is given to drill in the use commercial terminology and problems connected with foreign trade.

411—Drama of Siglo do Oro. (3).

Sixteenth century classic drama.

412—Romantic Poetry and Drama. (3).

The first half of the nineteenth century.

413—Modern and Contemporary Drama. (3).

The late nineteenth and early twentieth centuries.

421—Early Spanish-American Literature. (3).

Writings of the Colonial Period reflecting pre-Columbian literature; periods of Independence and Romanticism.

422—Spanish-American Drama, Short Story, and Poetry. (3).

423—La Novela Criolla. (3).

The Spanish-American Novel.

431—The Early Spanish Novel. (3).

Development of the novel from the earliest forms through *Don Quijote*.

432—The Realistic Spanish Novel. (3).

433—Modern and Contemporary Prose Writers. (3).

20th Century novelists, essayists, etc.

Materials and Methods in Teaching Spanish—See Education 400.

Note: Credit in Spanish toward a degree will not be allowed for less than one year's work, unless the student has earned more than two units in high-school Spanish.

GERMAN

The objectives in teaching German are: a reading knowledge of German, a thorough understanding of grammatical principles, an appreciation of German literature, art, and culture, and the ability to speak and write German.

DESCRIPTION OF COURSES

111—Beginning German. (3).

Simple reading, vocabulary, pronunciation, and in grammar the declensions of nouns and adjectives and the conjugation of the verbs (simple tense).

112—Beginning German. (3).

Simple reading, vocabulary, pronunciation, basic grammatical principles complete. Prerequisite German 111 or equivalent.

113—Beginning German. (3).

Extensive prose reading, building up the vocabulary, grammar review and pronunciation. Prerequisite German 112 or equivalent.

211—Intermediate German. (3).

Prose readings in German literature, enlarging the vocabulary, perfecting the pronunciation. Prerequisite German 113.

212—Prose Readings in German Literature. (3).

Intensive study of several masterpieces. Prerequisite course 211.

213—Advanced Readings in German Literature. (3).

Extensive reading of prose, lyric and dramatic poetry. Prerequisite course 212.

222—Scientific German. (3).

Readings in medical or scientific German. Open to students who have completed course 211.

223—Scientific German. (3).

Readings in advanced medical or scientific German. Open to students who have completed course 222.

DEPARTMENT OF EDUCATION

Mr. Rumble, Chairman

**Mr. Agnew, Mr. Anderson, Mrs. Cobb, Miss Duggins, Miss Gore,
Mr. Johnson, Miss Rawls, Mr. Roland, Mr. Story**

The Department of Education has as its primary objective the training of teachers, supervisors, and administrators for the public schools of Tennessee. Requirements for graduation are set up by the College. Requirements for Certification are set up by the State Board of Education. The student's faculty advisor will help the student prepare a program of study leading to certification as well as to graduation. In addition to the four year curricula, there is offered a two-year curriculum for the training of elementary teachers meeting minimum certification requirements of the Tennessee State Board of Education.

Degree Curriculum for Elementary School Teachers

The student who desires the Permanent Professional Certificate to teach in the elementary schools of Tennessee may meet the requirements of the State Department of Education by including among the electives for the General Degree Curriculum (English 111, 112, 113, 211, 212, 213, and six quarter hours of Physical Education are required) the following courses:

	Quarter Hours
Art 111 (or 112 or 113), 214.....	6
Biology 111, 112, 113 (or 141, 142, 143).....	9
Education 206, 226, 321, 426, 442, (or 443).....	15
English 351	3
Geography 121, 122, 123.....	9
Health 241 and any two of the following: 101, 103, 200.....	9
Mathematics 101	3
Music 121, 122	6
Physical Education 201.....	3
Psychology 112	3
Total	66

It is recommended that the student who is working toward the Degree Curriculum in Elementary School Education earn 18 quarter-hours credit in Education in addition to the minimum listed above. She may choose from the following: Education 308, 427, 428, 442 (or 443), 444, 445, 446, 451 (or 452), 456, 466, 473, 476, 486.

The student planning to teach in the elementary school must each quarter, at the time of registration, report to the Professor of Elementary Education who will serve as her counselor and approve her matriculation cards before the Dean will give final approval.

The candidate for a degree in the curriculum for elementary teachers may satisfy the requirements in the first field of concentration with 36 quarter hours, and in the second field of concentration with 18 quarter hours. The student's choice of fields of concentration and elective courses should be made with the needs of the elementary schools in mind.

Two-Year Curriculum for Elementary School Teachers

The student who desires the Permanent Professional Certificate to teach in the elementary schools of Tennessee may meet the require-

ments of the State Department of Education by completing the following curriculum which requires a minimum of 72 weeks in residence.

	Quarter Hours
1. Arts—Fine and Practical, Appreciation and Applied.....	6
2. Education—	
a. Psychology—General and Child.....	6
b. Materials and Methods in the various elementary school subjects, including supervised observation. (Should include such subjects as the teaching of reading, arithmetic, language, geography, health, etc., or in the new type of curriculum, large units, activities for various grades, citizenship, local and state history).....	9
c. Directed observation, participation and teaching (90 clock hours)	3 18
3. English—	
a. Composition, oral and written.....	9
b. Survey, American and English Literature.....	6
c. Children's Literature. (Should include world literature suitable for children).....	3
d. Speech may be substituted in (a) or (b).....	3 18
4. Health. (This will include health service, 3 quarter hours; nutrition, 3 quarter hours; and health instruction content, 3 quarter hours).....	9
5. Music—Appreciation and Public School Music.....	6
6. Physical Education. This should be plays and games for elementary schools	3
7. Science—	
a. Science for the grades, or nature study, or general science	9
b. Or Biology	9 9
8. Social Science—	
a. Problems of Civilization.....	9
or American History and Civics.....	9
b. Geography	9 18
9. Mathematics—Arithmetic (content)	3
Total	90

Degree Curriculum for Secondary School Teachers

The student who desires the Permanent Professional Certificate to teach in the high schools of Tennessee may meet the professional requirements of the State Department of Education by including among the electives for the General Degree Curriculum the following courses in Education:

	Quarter Hours
(1) Education 211, 308	6
(2) Education 307, 451 (or 452), 456, 461, 466, 471, 473, 476, 481.....	12
(3) Education 381, 391, 416; or 382, 418.....	9
Total	27

It is recommended that a student enroll in Psychology 112 previous to enrolling in Education courses. Three hours credit in General Psy-

chology may be substituted for any one of the courses listed in the second row above. Education 417 is recommended as an additional course in Education, rather than a substitute for Education 381; but in some instances the substitution may be made. The combination of Education 382 and Education 418 is approved only for departments not offering Education 391, or for a student who has not had and is unable to schedule a methods course in his field of certification; and who has the approval of his department head to enroll in the course. A total of nine quarter-hours credit in teaching methods and directed student teaching are required for high school certification, with a minimum of three quarter-hours credit in methods and three quarter-hours credit in directed student teaching. Both Education 451 and Education 452 may be taken for credit toward graduation, but only one may be used toward meeting the twenty-seven hours required in Education for Secondary School Certification.

A graduate who has met the Education requirements outlined above may be certified to teach each of the high school subjects in which he has met the quarter-hour requirements specified by the State Department. The requirements as outlined are to be considered as a minimum. Other Education courses should be selected according to the needs of the student. Only nine quarter-hours credit in all types of psychology are acceptable, however, for certification. For a cultural background, it is recommended that in addition to the required courses of the General Degree Curriculum (English, History, and Physical Education) the student have some work in Speech, Natural Science, General Psychology, and Art and Music Appreciation.

To Change from High School Certificate to Elementary Certificate After Graduation and Vice Versa

The holder of a permanent professional high school certificate may obtain the permanent professional elementary certificates upon completion of the following courses:

	Quarter Hours
1. Methods:	
a. Teaching the Social Studies in the Elementary Grades (Education 321)	3
b. Teaching the Language Arts in Elementary Grades (Education 226)	3
2. Public School Music for Elementary Grades (Music 121).....	3
3. Art for Elementary Grades (Art 411).....	3
4. Health for Elementary Grades (Health 103).....	3
5. Student Teaching on the Elementary School Level (Education 426)	3
Total	18

The holder may change from a permanent professional elementary certificate based on the four-year curriculum to high-school certificate as follows:

1. Meet the quarter-hour requirements in high school subjects....	6
2. Principles of Secondary Education (Education 211).....	3
3. Materials and methods courses in two fields of Secondary Subjects in which the applicant will become certified (Education 391, 392)	6
4. Student teaching on the secondary level and in the certified area (Education 416)	3
Total	18

Notations following course titles indicate course numbers at Memphis State College. The above outline was approved by the State Board of Education on May 8, 1942, and applies to those who entered college with the fall term of 1938 or since and wish to change from one area to the other.

Directed Student Teaching

Opportunity is provided for observation of good teaching practices and for actual teaching experience under the supervision of critic teachers.

Students who wish to secure teaching certificates are requested to register their intention with the Head of the Department of Education and the Director of Student Teaching by the close of the sophomore year in order that guidance may be given them in the selection of a teaching field and professional courses. Students should file their applications with the Director of Student Teaching the quarter preceding the one in which they plan to do student teaching—one month's notice should be given.

The assignment of students in Elementary Education is made by the Director of Student Teaching upon recommendation of the Professor of Elementary Education; in Secondary Education by the Director of Student Teaching upon recommendation of the Head of the Department in which the student is registered and the Head of the Department of Education. Students in Elementary Education are urged to register for six quarter-hours of student teaching in the same quarter, that they may have ample time in the Training School. Students in Secondary Education, who have had Education 382 (formerly Education 413), will register in Education 418 for five quarter-hours credit; students who have had Education 391, (formerly Education 411,) will register in Education 416 for three quarter-hours credit.

Requirements for Student Teaching

1. Classification as a senior, and at least one quarter of residence at Memphis State College.
2. As many quality credits earned as quarter-hours.
3. If at the elementary school level, the student should have met the requirements for the elementary certificate except for student teaching, or enroll in needed courses concurrent with enrollment in the student teaching course.
4. If at the high school level, for first student teaching course, the student should have three quarter-hours or more in methods in the subject field to be taught, or enroll in such a course concurrent with enrollment in the student teaching course, and as many quarter-hours earned in the subject field as required for certification by the State Department.
5. Recommendation of the Head of the Department in which the student is registered and of the Head of the Department of Education.

Superintendent's and Supervisor's Certificates

Students preparing for careers in Elementary and Secondary Education may, after acquiring the necessary experience, be qualified for special certificates in the fields of supervision and administration provided they have complied with the requirements set forth for such

certificates. Special attention is called to the two certificates described in the next two paragraphs.

A Permanent Professional Certificate for County Superintendents may be issued to a person who has (1) graduated from a college approved by the State Board of Education; (2) completed 27 quarter hours in education including organization and administration, supervision, school finance and business management, school housing and transportation, community relationships, and curriculum development (these courses are to be given with particular reference to Tennessee schools and are required in the 27 quarter hours as of July 1, 1948); and has had 24 months' experience as a teacher or supervisor.

A Permanent Professional Supervisor's Certificate may be issued to the applicant who (1) is a graduate of a college approved by the State Commissioner and State Board of Education; (2) has completed at least 27 quarter-hours in Education including general and special methods, school supervision, and administration; (3) has had at least 24 month's experience in actual school work; and (4) is not less than 24 years of age.

Graduate Study in Education

Memphis State College offers the Degree of Master of Arts in the field of Education. The graduate program requires a major of twenty-four quarter hours in Education and a minor of twelve quarter hours in one of the following fields: Biology, Chemistry, English or Social Sciences. Elective courses in other subjects are available.

Adequate provision will be made to train classroom teachers in the elementary and secondary levels. The graduate program also will include specialized courses to prepare those people who desire to become elementary school principals, high school principals, supervisors, county superintendents, and city superintendents.

A guide for those planning professional study in the field of Education at the graduate level will be found in the graduate division of this catalogue.

DESCRIPTION OF COURSES

General Education

General Education courses may be taken by students in either elementary or secondary education; and several courses are recommended for students not preparing for teacher certification.

206—Child Psychology. (3).

Analysis of child development to determine normal behavior at various age levels; an understanding of how parents, teachers, and other leaders of children must work together to insure a well adjusted personality in whatever environment the child finds himself. An examination of types of maladjustment most frequently found among children.

307—The Psychology of Adolescence. (3).

A study of the characteristics of the adolescent stage of development that should be taken into account in planning and teaching the high school courses of study, in the supervision of extra-class activities in the high school, and in guiding and counseling with adolescents.

308—Educational Psychology. (3).

This course deals with the nature of the learner, his equipment and mental health; the role of the social environment; the general nature of learning, learning to deal with one's physical and social worlds, growth and maturity of personality and evaluation of progress in education. **Prerequisite:** A course in Psychology. It is recommended that elementary education students take General Psychology and Child Psychology while secondary education students take General Psychology and Adolescent Psychology.

451—History of Education. (3).

This courses traces through European history some of the more important educational problems of modern times as they have been affected by the social and political facts of history, by the contribution of some of the leading educational theorists, and by institutional practice.

452—History of Education in the United States. (3).

This course aims to trace, describe, and evaluate, in the light of accepted facts, the development and growth of our educational practice, institutions, and theories from the beginning of colonial life to the present time.

456—Educational Sociology. (3).

Group or social behavior in the educational process; sociological factors involved in the interaction of pupils, teachers, administrators, and community.

466—Audio-Visual Aids to Teaching. (3).

Audio-visual materials will be examined from the point of view of their effectiveness and possible utilization in the school program. Recent investigations of materials and methods of presentation will be studied to ascertain their pedagogical implications. The technical and administrative problems of integrating audio-visuals into the school curriculum are considered. Opportunity will be provided to operate the moving picture projector, the slide projector, the strip film projector and the opaque projector.

473—Educational Tests and Measurements. (3).

This course deals with the principles underlying the construction of objective tests, and with problems relating to the intelligent use and interpretation of school measurements by teachers and administrators. Practice is given in constructing new-type and essay tests, and in the elements of statistical procedure necessary for the interpretation of school measurements.

476—Mental Hygiene and the School. (3).

Guidance for the teacher in working on her own personality development and a study of the mental hygiene of the child as affected by his total environment, past and present.

Elementary Education

Other courses which may be taken by students in Elementary Education are listed under General Courses.

226—The Teaching of Language Arts in the Elementary Grades. (3).

This course stresses the importance of developing good habits of listening, speaking, reading, and writing. Approved techniques for developing these habits are studied and observed in practice in the Training School, along with the principles of child development in the formation of attitudes favorable to teaching. **Prerequisite:** Education 206.

229—Observation, Participation, and Practice in the Elementary Grades. (3).

Five hours teaching and one hour conference each week, for candidates for the elementary certificate based on two years of college work. **Prerequisite:** Psychology 112 and Education 206, 226, 321.

321—The Teaching of Social Studies in the Elementary Grades. (3).

An analysis will be made of the social studies problems in which the children of the elementary grades are interested. These will begin with the child's interest in his home and reach out to his interest in the world as a whole. Units of work will be studied and developed to learn how the social studies are correlated with all phases of the elementary program.

426—Directed Student Teaching in the Elementary Grades. (3).

Observation of the growth and development of pupils and of methods of teaching; participation in school activities, culminating in assuming responsibility for teaching entire groups. Conferences with the supervising teacher and with the Director of Student Teaching are provided for in the student's program. **Prerequisite:** The student should have met the requirements for the elementary certificate except for student teaching.

427—Directed Student Teaching in the Elementary Grades. (3).

Prerequisite: Student must have had or be taking Education 426.

428—Directed Student Teaching in the Elementary Grades. (3).

Prerequisite: Student must have had or be taking Education 426 and 427.

429—Workshop for Teachers in the Elementary Grades. (9).

A course designed to meet the needs of teachers in service by offering an opportunity to work cooperatively on problems which are real to teaching situations, and which meet the needs of the individual. Individual consultations, observations in the Training School, community studies, and social development. **Prerequisite:** Teaching experience and consent of the Director of the Workshop.

440—Workshop for Teachers of Handicapped Children. (9).

A course designed to offer an opportunity to discover cooperatively and to learn how to put into practice methods to be used in interpreting and meeting the unmet needs of all children, and to gain knowledge in understanding causes of handicapping conditions.

442—The Teaching of Natural Science in the Elementary Grades. (3).

A study is made of the natural environment as a child would view it. The types of activities that would challenge a child are carried out in the classroom.

443—The Teaching of Arithmetic in the Elementary Grades. (3).

This course deals with the teaching of arithmetic in the elementary school. It begins with the primary grades and builds up an understanding of the meaning of number. An insight into the reasons why certain methods are used will help the student make arithmetic more meaningful to children.

444—The Teaching of the Social Studies Through the Blocks of Time Program. (3).

Learning to use the block of time devoted to the social studies in such a manner that units of work will be developed that enable the child to apply skills in the acquisition of real learning.

445—The Teaching of Children's Literature in the Elementary Grades (3).

A course designed to improve the methods of teaching children's literature in the elementary grades. Units on story telling, dramatization, choral speech work, and the correlation of literature with the content subjects will be carried out.

446—The Teaching of Reading in the Elementary Grades. (3).

A study of reading methods designed to develop thoughtful, independent readers. Remedial reading techniques, and the correlation of reading with other phases of the elementary school program.

Secondary Education

Other courses which may be taken by students in Secondary Education are listed under General Courses.

211—Principles of Secondary Education. (3).

The purpose of this introductory course in secondary education is to direct the student in the development of a broad, general understanding of why we have secondary schools, how the secondary school has come to be what it is, how it is to do what it is supposed to do, how we can tell if it is doing what it is supposed to do, and what it takes to be a successful teacher in the secondary school.

381—Foundations of Teaching Methods in High School Subjects. (3).

The purpose of this course is to help students acquire a perspective of the scope of the problems which they will deal with as teachers. Emphasis is laid on the nature of learning, ways in which learning experiences may be organized to insure effective pupil learning, and skillful use of various devices for carrying on classroom work and working with pupils. Students taking this course must plan to enroll in Education 411 to meet certification requirements. **Prerequisite:** Education 211 and 308, and satisfactory preparation in a subject matter field.

382—Materials and Methods in High School Subjects: General Course. (4).

Same as Education 381, but in addition, the student will arrange for a one hour conference and instruction period each week with the head of the department in which he will major for special instruction in his subject matter area, the special instruction covering material included in Education 391 but omitted in Education 381. A student having had Education 381, 391, or 392 may not enroll in Education 382. **Prerequisite:** Education 211 and 308 and satisfactory preparation in a subject matter field.

391—Materials and Methods in High School Subjects. (3).

Objectives, nature of content, and grade placement of courses offered at the secondary school level in the subject matter area under consideration. Tools of instruction needed to carry on the work of the department; organization of courses and units of instructional teaching procedures and practice. **Prerequisite:** Education 211, 308, 381 and satisfactory preparation in subject matter field.

392—Materials and Methods in High School Subjects, Second Course. (3).

For students desiring a methods course in a second field. **Prerequisite:** Education 391 and satisfactory preparation in the subject matter field.

416—Directed Student Teaching in High School Subjects. (3).

Observation of the growth and development of pupils and of methods of teaching; participation in school activities, culminating in assuming responsibility for teaching entire groups. **Prerequisite:** At least one quarter of residence at Memphis State College, senior classification, satisfactory preparation in subject-matter field and professional courses (Education 211, 308, 381, and 391) and the approval of the Head of the Department of Education, Head of the Department in which the student is registered, and the Director of Student Training. Application should be made one quarter in advance.

417—Directed Student Teaching in High School Subjects. (3).

For students who have had Education 416 and desire student teaching in a second area. **Prerequisite:** Education 416 and satisfactory preparation in subject-matter field, and approval of Head of Department of Education, Head of the Department of the subject matter area, and of the Director of Student Teaching.

418—Directed Student Teaching in High School Subjects. (5).

Same as Education 416 with provision made for additional teaching experience, participation in guiding extra-class activities, and additional conferences with the Director of Student Teaching. **Prerequisite:** Education 382 instead of Education 381, with all other requirements the same as for Education 416.

461—The Secondary School Curriculum. (3).

This course is designed to afford some help in the clarification of educational purposes and in determination of appropriate learning activities. It deals with the functional teaching objectives, ways of attaining these objectives, methods of establishing relationships among the school subjects, developing the core curriculum, and the organization and use of units of work.

471—Guidance in the Secondary School. (3).

An introduction to guidance programs in the secondary schools. Emphasis is placed upon the functions of guidance in relation to adolescent needs, the principles and techniques of guidance, the function of different guidance workers, and an analysis of representative programs of guidance in selected secondary schools.

School Administration and Supervision**481—High School Administration. (3).**

This course is offered as a concise description of modern useful practices in organizing and administering secondary schools, types of high schools, selection and assignment of staff, program of studies,

records, management of buildings and grounds, pupil personnel, guidance, selection, retention and improvement of teachers, and interpreting the school to the public.

486—The Elementary School Program. (3).

A study of the major aims of the elementary school; planning the daily program through the integration of related subjects; learning to keep and interpret various types of records and reports. Considering the importance of proper teacher-pupil, teacher-teacher, teacher-administrator, and teacher-parent relationships. Special emphasis on the P.T.A. program in Tennessee.

GRADUATE COURSES

The course numbers below preceded by "G" indicate courses open to advanced undergraduate students as well as to graduate students. The description of these courses will be found in the undergraduate section.

G442—The Teaching of Natural Science in the Elementary Grades. (3).

G443—The Teaching of Arithmetic in the Elementary Grades. (3).

G444—The Teaching of the Social Studies Through the Blocks of Time Program. (3).

G445—The Teaching of Children's Literature in the Elementary Grades. (3).

G446—The Teaching of Reading in the Elementary Grades. (3).

G451—History of Education. (3).

G452—History of Education in the United States. (3).

G456—Educational Sociology. (3).

G461—The Secondary School Curriculum. (3).

G466—Audio-Visual Aids to Teaching. (3).

G471—Guidance in the Secondary School. (3).

G473—Educational Tests and Measurements. (3).

G476—Mental Hygiene and the School. (3).

G481—High School Administration. (3).

G486—The Elementary School Program. (3).

501—Historical Foundations of Educational Thought. (3).

A study of the evolution of educational theories and philosophies with particular reference to their impact upon educational developments in the United States. These philosophies will be studied in relation to their times, but special attention will be given to their influence on present educational thought and practice.

503—Research in the History of Southern Education. (3).

A course intended for graduate students with special emphasis upon the growth and development of education in the South. Research may be carried on by the students upon some approved topic regarding the South's educational growth. Each student will be required to present and defend his selected topic.

511—School and Community Relationships. (3).

The relationship of the school to the community movements and organizations concerned with health and safety, government and civic life, religion, occupation, extension services, children's organizations and clubs, adult education, cultural education, relief cooperative move-

ments, etc. Relationships of the community to such school activities as attendance, athletics, lunch, libraries, extracurricular programs, home study, records and reports, guidance, etc.

521—Advanced Educational Psychology. (3).

An advanced course in the psychology of teaching and learning designed especially for experienced teachers and administrators who desire to pursue graduate study in the field of education.

536—Educational Statistics. (3).

Designed to cover such procedures and applications as are most often needed by school administrators, teachers, and other educational workers, and as a basis for further work by advanced graduate students.

537—Techniques of Educational Research. (3).

A study of techniques used in the solution of educational problems with the objectives of (1) appreciation and critical evaluation of the work of others, and (2) the ability to use one or more techniques in graduate work.

541—Diagnostic and Remedial Reading. (3).

An analysis of why certain children fail to read adequately. The development of a program in reading that will tend to correct reading deficiencies.

561—Curriculum Development. (3).

The development of the curriculum to extend over the twelve-year period from grade one through completion of the high school. Major emphasis will be placed on the gradual, but continuous, growth of the child.

571—Elementary School Supervision. (3).

A course designed to help the principal and supervisor evaluate the school program as it is; and to help him plan an in-service program that will lead toward the improvement of instruction.

576—Improvement of Instruction in the Secondary School. (3).

Principles underlying the improvement of instruction. Emphasizes techniques of improving instruction, including faculty meetings, class visitation, intervisitation, supervising conferences, bulletins, research, testing programs, and directed study, and means of evaluating supervisory practices.

579—Special Problems in Teaching and Supervision. (3).

Students will be expected to work on some particular problem in their teaching or supervision. A considerable number of individual conferences will be necessary with the instructor.

581—Public School Organization and Administration. (3).

The following will be studied: the administrator and his leadership; his relation to all agents and agencies of the school; types of school organization, administrative and instructional supervision; classification and promotion of pupils; curriculum activities and materials; public relations; office administration, plant operation, assemblies, extra-instructional activities; special classes, library and health program.

582—School Finance and Business Management. (3).

The theory and practice of financing public education in the United States. Developing of guiding principles in educational finance, trends and needs in state and federal participation in school support, and local operational finance.

583—School Housing and Transportation. (3).

A consideration of the school plant, grounds and major equipment in relation to the educational needs of the community; utilization and accessibility of schools and transportation.

589—Special Problems in School Administration. (3).

Students under supervision of staff members will conduct individual research studies or special projects on one or more significant aspects of educational administration.

591—Research Project. (3).

Students who wish to register in this course are required to present in writing a proposal describing the research project which they wish to take. This proposal, when approved by the faculty members under whose direction the research is to be done, must be submitted to the Chairman of the Department of Education for his approval.

592—Research Project. (3).

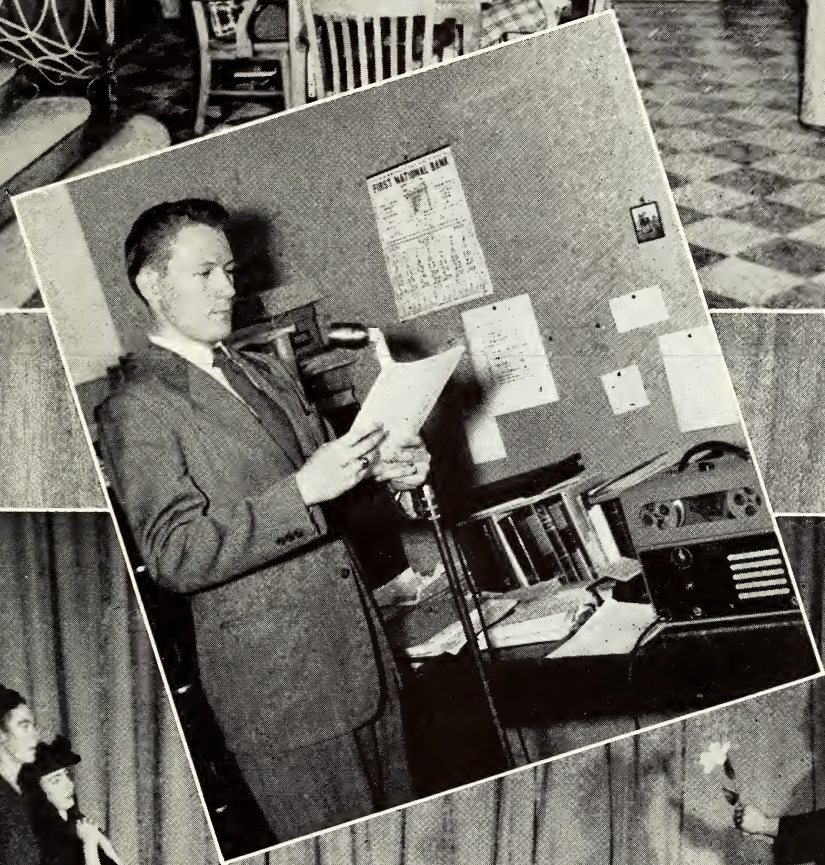
Students who wish to register in this course are required to present in writing a proposal describing the research project which they wish to take. This proposal, when approved by the faculty members under whose direction the research is to be done, must be submitted to the Chairman of the Department of Education for his approval.

593—Thesis. (6).

Only students with superior scholarship are permitted to register in this course. The student must present in writing an outline describing the proposed thesis. This outline, when approved by the faculty members, under whose direction the thesis is to be written, must be submitted to the Chairman of the Department of Education for his approval. This course will involve writing the thesis and will emphasize the adequate setup of the problem, the collection of data, their use, and conclusions to be reached.

599—Seminar. (0).

A candidate for the Master of Arts degree will be required to attend at least one course in seminar. Students enrolled in Education 591, 592 or 593 will be required to attend additional seminars according to the needs of the student.





DEPARTMENT OF ENGLISH

Mr. Evans, Chairman

Mr. Allen, Mr. Abbott, Mr. Bannon, Mr. Bence, Mr. Boyd, Mr. Cornelius,

Mrs. Evans, Mr. Farrior, Mrs. Fox, Mr. Hill, Mr. Kendrick,

Mr. Kniseley, Mr. Lewis, Miss Lewis, Mrs. Pendley, Mrs.

Smith, Mr. Streeter, Mrs. Streeter, Mr. White,

Mr. Wolf, Mr. Yerian

All candidates for graduation at Memphis State College are required to complete English 111, 112, 113, 211, 212, 213, or their equivalent. These courses should be taken consecutively through the freshman and sophomore years. No credit will be allowed on any course until all the preceding courses are completed. These courses cannot be dropped from the student's course load, except under very special conditions and with written permission of the chairman of the department.

In addition to this requirement of 18 quarter-hours, students majoring in English must complete courses in the department as follows:

English 321, 322, 323.....not less than 6 hrs.

English 340, 341, 342, 343.....not less than 6 hrs.

English 421, 422, 423.....not less than 6 hrs.

English 432, 433.....not less than 3 hrs.

Elective courses in English amounting to not less than 6 hours must be completed.

Students majoring in English will choose a second field of concentration in which they must complete not less than 27 hours, at least 9 hours of which must be represented by courses numbered above 299.

English majors planning to teach in the elementary schools are expected to take English 351, and those planning to teach in high school, Education 391. Courses in English history are strongly urged. Students contemplating graduate study in English should take courses in foreign languages.

Description of Courses**111—English Fundamentals. (3).**

This course deals with basic principles of written and oral expression. Emphasis is placed upon functional grammar and mechanics of writing. Attention is given to diction, the sentence, the paragraph, and to short narrative and expository themes. Oral and written book reports are included.

112—English Fundamentals. (3).

This course continues the work of the preceding course, emphasis being placed upon more complex forms of written and oral language. The writing culminates in a comprehensive exposition based on extensive library investigation.

113—English Fundamentals. (3).

In this course emphasis is placed upon extensive reading and writing. An appreciative introduction to types of literature is given, with writing based upon the readings of the course.

211—English Literature. (3).

A survey of the classics of English literature from the beginning to Wordsworth. Selections are studied in class, and the facts of literary history and biography are duly considered. Reports on outside reading are also required.

212—English Literature. (3).

Continuation of English 211—from Wordsworth to the contemporary period.

213—American Literature. (3).

Designed to acquaint the student with the best of American literature, the procedure being the same as in English 211.

311—The American Novel. (3).

Critical analysis and appreciation of representative novels from Cooper through Crane with some consideration of their importance in the development of fictional techniques.

312—The American Novel. (3).

Novels by such modern authors as Cather, Wharton, Buck, Maugham, Lewis, Dreiser, Hemingway, Steinbeck, Dos Passos, Roberts.

313—The Continental Novel. (3).

Critical analysis and appreciation of some representative novels chosen from the works of such authors as Tolstoi, Dostoyevski, Turgenev, Gogol; Zola, Flaubert, Anatole France; Reymont, Zeromski; Remarque, Mann, Asch.

321—Nineteenth Century American Prose. (3).

An intensive study of selected American prose writers of the nineteenth century.

322—Nineteenth Century American Poetry. (3).

An intensive study of the major American poets of the nineteenth century.

323—Southern Literature. (3).

An examination is made of the literature produced in the South and that pertaining specifically to the South. The contributions of Southern literature to American culture are emphasized.

331—The Short Story. (3).

A study of the short story in various countries combined with practice in plotting and writing stories. **Prerequisite:** Permission of the instructor.

332—Modern Poetry. (3).

Much reading is required in the work of recent and contemporary English and American poets. Lectures are given on movements and tendencies.

333—Modern Drama. (3).

Twenty-five modern plays are read and discussed from the standpoint of interpretation and structure.

340—Seventeenth Century English Literature. (3).

Prose and poetry of the Seventeenth Century, exclusive of Milton.

341—Eighteenth Century English Literature. (3).

The course includes the writings, both poetry and prose, from 1660 to 1780. Some attention is given to historical and philosophical backgrounds of the period.

342—Romantic Poets of the Nineteenth Century. (3).

A careful study is made of the great British poets who flourished between 1798 and 1832. The beginnings of the Romantic movement in the previous century and their continuation in the great poets of the period are noted.

343—Victorian Prose and Poetry. (3).

A study of critical and philosophical prose and minor poetry of the period.

351—Literature in the Elementary Grades. (3).

Materials and methods in children's literature; an historical survey of literature for children from earliest times to the present, in poetry and prose; critical evaluation of recent children's books; the educational value of literature for the development of wholesome attitudes is emphasized.

361—World Literature—Ancient Period. (3).

Classics from ancient literature, principally Greek and Roman, are studied with a view to discovering permanent elements of culture. English translations are used.

362—World Literature—Medieval Period. (3).

A study of translated European classics beginning with the Medieval epic and ending with the Renaissance.

371—Advanced Composition. (3).

Individual work in exposition. Prerequisite: Proficiency in the fundamentals of composition and permission of the instructor.

372—Advanced Composition. (3).

Individual work in description and narration. Prerequisite: as in 371.

373—Advanced Composition. (3).

Individual work in familiar essay, narrative, criticism, and thesis writing. Prerequisite: either 371 or 372.

381—Old Testament Literature. (3).

A study of the place of the Bible in the literature of the world, using the narrative, biographical, prophetic, poetic, and dramatic materials of the Old Testament.

382—New Testament Literature. (3).

A study of the gospels, Acts of the Apostles, the epistles, and the book of Revelations.

383—Religious Themes in Secular Literature. (3).

A study of selections representing the various forms of literature in which the religious theme predominates.

421—Poetry of Chaucer. (3).

As many of the Canterbury Tales as possible are read and discussed in class.

422—The Poetry of Milton. (3).

A study of the poetry of Milton, with attention to the theological and philosophical backgrounds of Milton's thought.

423—Tennyson and Browning. (3).

An intensive study of selected poems of different types produced by each poet. Their philosophy and religion are considered, as well as their connection with forerunners and successors.

431—Development of the Drama in England. (3).

The English drama is studied with reference to the various influences to which it was subjected from the beginnings in the Miracle and Morality plays through the Elizabethan and Jacobean periods.

432—Shakespeare's Tragedies. (3).

The principal tragedies are read, and critical examination is made of five. Attention is given to the principles governing Shakespearian tragedy.

433—Shakespeare's Comedies and Histories. (3).

The best known comedies are included in the course, as well as a few of the history plays.

441—The English Language. (3).

Basic principles of language development—language history and philology.

442—The English Language. (3).

A continuation of English 441, attention being given to phonetics, semantics, and vocabulary building.

443—English Grammar. (3).

Advanced English grammar for English majors and students planning to teach English.

451—The English Novel. (3).

Critical analysis and appreciation of representative novels of the eighteenth century with some consideration of their importance in the development of fictional techniques.

452—The English Novel. (3).

A continuation of 451. From Scott to Hardy.

453—The English Novel. (3).

A continuation of 452. From Hardy to Aldous Huxley.

461—Hawthorne and Poe. (3).

An intensive study of literary themes and artistic forms in the works of Hawthorne and Poe with special attention to their origins and development.

462—Emerson and Thoreau. (3).

An intensive study of writings of Emerson and Thoreau, with particular emphasis on the interaction between American and European literature and thought in the period.

463—Whitman and His Influence on American Poetry. (3).

An intensive study of Whitman biography and of his poetry, with special emphasis on his influence on American poetry.

GRADUATE COURSES

(Courses preceded by "G" are described above).

- G421—Poetry of Chaucer. (3).
G422—The Poetry of Milton. (3).
G423—Tennyson and Browning. (3).
G431—Development of the Drama in England. (3).
G432—Shakespeare's Tragedies. (3).
G433—Shakespeare's Comedies and Histories. (3).
G451—The English Novel. (3).
G452—The English Novel. (3).
G453—The English Novel. (3).
G461—Hawthorne and Poe. (3).
G462—Emerson and Thoreau. (3).
G463—Whitman and His Successors. (3).
501-2-3—Studies in the Teachings of English. (9).
521-2-3—Literary Criticism. (9).
531-2-3—Studies in World Drama. (9).
541-2-3—Studies in the Eighteenth Century. (9).
551-2-3—Milton and His Age. (9).
561-2-3—American Literature. (9).

Speech and Drama

Courses in the field of speech and drama are designed to serve the following classes of students: 1. All those who desire the fundamental abilities and skills employed in such common activities as group discussion, reading aloud, and informal speech. 2. Potential elementary and high school teachers who need further study of speech and drama techniques applicable to the job of teaching and who need such knowledge regarding speech deficiencies to enable them to diagnose and possibly assist pupils in this most basic and personal activity. 3. Those who plan to enter vocations demanding special oral skills or desire to be teachers of speech. 4. Those students who wish to prepare themselves to direct dramatic productions in high schools and in community playhouses. 5. Those who wish to familiarize themselves with the art of dramatic production for the sake of enjoyment.

Students desiring to minor in speech and drama may do so by completing the following sequence:

- | | |
|---------------------------|------------------|
| 1. Fundamentals | at least 6 hours |
| 2. Voice and Diction..... | at least 3 hours |
| 3. Public Address | at least 6 hours |
| 4. Theatre Arts | at least 6 hours |
| 5. Speech Science | at least 3 hours |
| 6. Theatre History..... | at least 3 hours |

—
27 hours

Speech

241—Fundamentals of Public Speaking. (3).

Elementary speech training. This course deals with the basic principles of oral communication, including adjustment to the speaking situation, effective voice usage, and bodily activity. Open to Freshmen.

242—Speech Composition. (3).

Follows Speech 241. This course deals with the selection of suitable speech subjects, the search for and organization of materials, and the effective use of language for speech. Open to Freshmen.

243—Reading Aloud. (3).

An independent course, open to anyone. Abundant practice in reading aloud materials of an expository, narrative, descriptive, or argumentative nature, such as are read in the home, the church, the school, or the club.

300—Forensic and Dramatic Activities. (3).

This course is provided for those people who are interested in preparing for and participating in extracurricular inter-collegiate forensic activities: debate, discussion, oratory, extempore speaking, impromptu speaking, radio speaking, and dramatic activities. One hour of credit will be allowed for each quarter for three clock hours of supervised laboratory work per week. A maximum of 3 hours credit will be allowed toward graduation.

341—Principles of Argumentation and Debate. (3).

A study of the proposition in argument, analysis, evidence and the organization of the argumentative discourse. Practice in extemporaneous speaking and debate. Consideration of the national collegiate debate topic.

342—Public Discussion. (3).

Follows Speech 341. A consideration and practice of the principles and techniques of discussion, dealing with current problems of local, state, national, and international significance.

343—Advanced Public Discussion. (3).

Admission by approval of the instructor. A limited number of students will prepare symposium discussions for presentation to community audiences.

344—Advanced Public Speaking.

Continued public speaking practice with emphasis on audience psychology and the techniques of persuasion.

421—Phonetics and Voice Improvement. (3).

Knowledge and practice in the use of the International Phonetic alphabet. Consideration of the physiology of the ear and vocal mechanism. Analysis of, and improvement techniques for the voices of the members of the class.

422—Speech for the Classroom Teacher. (3).

Open to Seniors and graduate students without prerequisite. An introduction to the speech characteristics of the public school child.

Fundamentals of public speaking and oral interpretation for the school teacher. A survey of extra-curricular speech activities in the public schools.

443—History of British and American Oratory. (3).

A history of the life, times, and speeches of outstanding orators of England and America.

441—Introduction to Speech Pathology. (3).

A general introduction to the symptoms, causes, and therapy of speech disorders.

Drama

NOTE: All students registered for courses in dramatics are required to serve on the technical staff of dramatic productions.

251—Elementary Technical Production. (3).

Scenery construction and painting and the elements of stage lighting. Class schedule: two lectures and one laboratory a week.

252—Fundamentals of Play Directing. (3).

A beginning course for directors. The directing elements of composition, picturization, movement, rhythm and pantomime are analyzed. Class schedule: two lectures and one laboratory a week.

253—Speech and Movement for the Stage. (3).

An elementary course in acting.

255—Voice and Diction. (3).

Principles of effective voice usage, including special attention to the individual voices of the class members. Designed to improve voice characteristics and diction.

351—Advanced Acting. (3).

A course surveying acting styles from Classicism to Realism. Prerequisite—Dramatics 253.

352—Theatrical Design. (3).

The planning and practice of Screen Design and Stage Lighting. Class Schedule: two lectures and one laboratory a week. Prerequisite—Dramatics 251.

353—Advanced Play Directing. (3).

Planning the production and direction of the long play, modern and historical. The student directs one—acts and serves as head of one of the departments on the production staff of departmental or school productions. Class schedule: two lectures and one laboratory a week. Prerequisite—Dramatics 252.

354—Interpretative Reading.

Principles and practice in the oral interpretation of literature, including poetry, prose, and drama. Prerequisites: Drama 255 and Speech 243.

371—History of the Theatre and Survey of the Drama. (3).

Greek to Renaissance.

372—History of the Theatre and Survey of the Drama. (3).

Renaissance to Nineteenth Century. A continuation of Dramatics 371.

373—History of the Theatre and Survey of the Drama. (3)

The Modern Theatre. A continuation of Dramatics 372.

461—Costume Design for the Stage. (3).

A survey of historic dress and the planning and rendering of costume designs for plays of all periods. Class schedule: two lectures and one laboratory a week. Prerequisite—Dramatics 352.

462—Playwriting. (3)

Principles and practice in writing the one-act play. (3).

463—Play Production for Secondary Schools. (3).

A course which considers the problems of the play director in high schools. The choice of play, the casting and mounting of a production with limited facilities.

Journalism

Courses in journalism are open to all college students above the freshman year. A limited number of credits may be counted as elective in the English major.

Course Description

211—Introduction to Modern Journalism. (3).

A survey course in the social background, the scope, the functions, the organization of modern mass media of communication. Attention will be given to both the newspaper and the magazine.

212—Elementary News Writing. (3).

A study of the news story structure with practice in writing the simpler types. It will also include a study of the factors that determine the value of news. Both the practical and theoretical aspects will be considered.

Open only to students who have successfully completed English courses 111, 112, and 113.

311—Reporting. (3).

Based on assignment work for Tiger Rag. These assignments will cover the entire range of community news and will provide experience in getting and writing all types of local stories. Students will become familiar with both beat and spot news reporting and with news picture tie ups.

312—Copyreading and Newspaper Makeup. (3).

Analysis of headline writing, discussion of page makeup of the newspaper, with Tiger Rag used as a laboratory. Open only to students who have completed 311.

321—Journalism in the Secondary School. (3).

A course intended primarily for those who expect to teach journalism in high school or to supervise high school publications. Financial problems, manner of directing high school courses and publications, and their relation to educational objectives are topics which will be discussed.

323—Feature and Article Writing. (3).

A study of the magazine market and the techniques involved in writing the long special feature story. Students will write and submit articles for publication in magazines, newspapers, and for acceptance by syndicates. Attention will be paid to requirements for periodicals to which sale is attempted and of free-lancing methods in general.

400—Journalism Laboratory. (1).

Internships for seniors who have completed 311, 312, and who continue to do laboratory work on *Tiger Rag*. Credit of one hour per quarter may be allowed for supervised work of not less than three clock hours per week. A maximum of three credits will be allowed.

411—History of Journalism. (3).

A study of the origin of journalism in Europe and Colonial America and its development in the United States to the present time.

412—The Editorial. (3).

A study of the work of the editor and editorial writer with emphasis upon editorial writing and thinking. Editorial problems, methods, policies, and style will be studied.

413—The Community Newspaper. (3).

A survey of the problem of the community newspaper administration. Historical and contemporary views of the small town daily and country weekly newspaper will be studied in their economic, social, and cultural aspects, with emphasis on the role of the editor in community life.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Mr. Humphreys, Chairman

**Mrs. Bennett, Mr. Curlin, Mr. Davis, Mr. Hatley, Mr. Murphy
Miss Roane**

The purposes of the health and physical education courses are to improve the habits and principles of health for individuals, and in the schools; to develop the individual physically, and to train teachers of health and physical education. The aims specifically are: (a) to guide youth in the conservation and improvement of their own health, (b) to cultivate in the student socially desirable attitudes and traits, (c) to emphasize the acquiring of skills in recreational physical activities that can be used pleasantly and profitably in adult life, (d) to provide a corrective and adaptive program for students with a physical weakness or handicap, and (e) to acquaint prospective teachers with the importance of health and physical education in order that the school may make its proper contribution to the promotion of health and wholesome living to the individual, the family, and the community.

All students are required to take Physical Education 100 for three quarters, and Physical Education 200 for three quarters. If officially excused from active participation the student is still required to register for these courses, but will attend the class held for the inactive group.

Members of varsity and freshman athletic squads, with the exception of majors in Health and Physical Education, upon recommendation of the coach concerned, may substitute activity on athletic squads for Physical Education 100 or Physical Education 200 activity courses.

A major in this department consists of not less than 45 quarter hours of Health and Physical Education, exclusive of Physical Education 100 and Physical Education 200.

The department strongly recommends that majors in this department qualify for the elementary or high school certificate.

The Major. The requirements for a major in Physical Education are:

1st Year. Phys. Ed. 100; Biology 121, 122, 130; Health 101, 102, 103.

2d Year. Phys. Ed. 200, 291; Health 241; Health 200; Psychology 112.

3d Year. Phys. Ed. 301, 311, 331, 333, 341, 342; Sociology 211, 212, Three 200 Activity courses.

4th Year. Phys. Ed. 332; 6 hours from other Phys. Ed. courses.

DESCRIPTION OF COURSES**Health**

101—Health Instruction Content. (3).

Course content shall include the physiological basis for correct living; procedures for avoiding communicable disease; available agencies related to health. The teaching of the course shall be focused on procedures to develop attitudes, habits, and ideals for healthful living. Three hours lecture.





102—Community Hygiene. (3).

Community health problems and sanitary aspects of health; environment health hazards and their control; the community procedures for avoiding communicable and social diseases; functions of public health agencies and available related cooperative agencies. Three hours lecture.

103—Health Education in the Elementary School. (3).

This is a course designed to develop attitudes, habits and ideals for healthful living on the elementary grade level. Attention is given to the various health problems; elementary physical diagnosis of remediable defects and communicable diseases; correlating health instruction with other subjects of the curriculum. Three hours lecture.

200—School Health Service. (3).

Study of methods to promote the health of school children through the detection of physical and mental defects; the teacher's function as an aide in the medical examination; follow-up of medical examination; rough screening for defects or a remediable nature such as vision, hearing, teeth, nose and throat, nutrition, posture, etc., prompt detection and control of common communicable diseases. Attention given to school health problems. Three hours lecture.

241—Nutrition. (3).

See Home Economics 241.

PHYSICAL EDUCATION**100—Conditioning Exercises and Games. (1).**

3 quarters required of all students.

200—Selected Physical Activities. (1).

Three quarters required of all students selected from activities listed below which will be offered different quarters during the year. Prerequisite: three hours Physical Education 100.

FOR MEN

- 211—Inactive
- 212—Tumbling
- 213—Boxing
- 214—Wrestling
- 215—Tennis
- 216—Golf
- 217—Basketball
- 218—Volleyball
- 219—Swimming
- 220—Touch Football
- 221—Softball

FOR WOMEN

- 251—Inactive
- 252—Tap Dancing
- 253—Modern Dance
- 254—Tumbling
- 255—Tennis
- 256—Golf
- 257—Archery
- 258—Basketball
- 259—Volleyball
- 260—Swimming
- 261—Recreative games
- 262—Folk Dancing
- 263—Softball
- 264—Soccer & Speedball

291—Plays and Games for Elementary Schools. (3).

This course covers the activity for the first six grades, taking into consideration the type of work suitable for each grade. Stunts, calisthenics, story plays, etc., on the proper grade level. Three hours lecture. \$.50 fee required.

301—History and Principles of Physical Education. (3).

Study of the beginnings of physical education systems and practices with developments down to modern times. Changes as related to political and economic cycles are traced with the underlying principles common to all epochs shown. The final effort is to show the place of a sound physical education program in the modern school systems with a proper appreciation of its historical development. Three hours lecture.

311—Community Recreation. (3).

A study of community recreational needs, how the school with other agencies can meet these needs. Special emphasis on adult recreation including programs for stunt night, carnivals, and other community gatherings. Three hours lecture.

312—Club and Scout Leadership. (3).

A general study is made of the organization, and guidance of youth clubs and scout troops. Topics such as community and school service, first aid, nature study, group singing, hiking, outdoor cooking, games, and contests. Two hours lecture, two hours laboratory.

313—Playground Methods and Activities. (3).

This is a lecture and laboratory course in the direction of activities on a public park or playground. A study is made of the activities carried on in the Memphis City Parks. Emphasis is placed on creative play and lead-up games for the major sports. Two hours lecture, two hours laboratory. \$.50 fee required.

321—Fundamentals and Technique of Football. (3).

Fundamentals of football coaching with special emphasis on blocking, tackling, passing, punting, catching; principles of line and back-field work, and the manner of playing the various positions; Formations of plays, generalship, signal system, and scouting; some coaching problems; study of the rules. Three hours lecture supplemented by demonstration on field.

322—Fundamentals and Technique of Basketball. (3).

This course deals with the theory and practice of basketball coaching; History of the game and study of the rules. A study is made of offensive and defensive systems, and drills for the development of fundamental skills in the game are taught. Training and conditioning of basketball squads are covered; classroom work supplemented with practice on gymnasium floor. Three hours lecture.

323—Fundamentals and Techniques of Track and Field. (3).

A study of the accepted forms of starting, hurdling, distance running, pole vaulting, discus and javelin throwing, and sprinting; study of physical conditions affecting speed, endurance, and fatigue; the selection and preparation of contestants for the various track and field events; managing and officiating of games and meets; study of rules. Three hours lecture supplemented by demonstration on track.

324—Fundamentals and Techniques of Baseball and Softball. (3).

This course covers the theory and practice of baseball coaching with attention given to the coaching of the individuals in base running, fielding, batting, and pitching; detail study is made of each position;

offensive and defensive team play; officiating; scoring; study of rules. Three hours lecture supplemented by demonstration.

326—Teaching Adult Recreative Sports. (3).

Instruction in the fundamentals of adult recreative games, badminton, ping pong, shuffle board, tennis, horseshoes, and archery; methods of teaching these games to high school physical education classes with limited facilities. Two hours laboratory will be spent in observing and teaching these activities in freshman and sophomore gym classes. Two hours lecture, two hours laboratory.

327—Rhythmical Activities. (3).

Rhythms designed for the various school levels and for recreational groups including folk and tap dancing; principles of selection and teaching, analysis of materials, student teaching. Two hours lecture, two hours laboratory.

328—Fundamentals and Techniques of Women's Volleyball, Soccer, and Speedball. (3).

Fundamentals of teaching and coaching volleyball, soccer and speedball, including history of the games, and a study of the rules. A study is made of offensive and defensive systems and drills for the development of fundamental skills. Practical work in officiating intramural competition. Two hours lecture, two hours laboratory.

329—Fundamentals and Techniques of Women's Basketball and Softball. (3).

Fundamentals of teaching and coaching basketball and softball, including history of the games, and a study of the rules. A study is made of offensive and defensive systems, and drills for the development of fundamental skills. Practical work in officiating intramural competition. Two hours lecture, two hours laboratory.

331—Physical Education Activities for High School. (3).

A study of the needs, abilities, and interest of high school boys and girls. Includes gymnastics, heavy apparatus, and activities that are suitable to be used in a high school program. Three hours lecture.

332—Tests and Measurements in Physical Education. (3).

To familiarize the student with various tests and measurements in the field of physical education. Special attention to methods of giving and scoring tests and to the uses to be made of the results obtained. An evaluation of test material and testing programs forms an important part in the course. Three hours lecture.

333—Organization and Administration of Health and Physical Education. (3).

A study of administrative problems of health and physical education, including curriculum, facilities, buying and caring for equipment, general class organization, and organization of an intramural program. Three hours lecture.

341—Safety and First Aid. (3).

Instruction for students who wish to familiarize themselves with first aid and safety measures. First aid materials are used in practice;

recognition of injuries and emergency treatment practiced; first aid and safety for the home, school, and community are covered. Three hours lecture. A fee of \$.50 is charged to cover first aid supplies.

342—Corrective and Adaptive Physical Education. (3).

A textbook course supplemented by lectures and demonstrations on the mechanics of physical deformities and their causes. Abnormalities of the spine, feet, and other postural and function conditions are discussed. Treatment by active and passive movements is applied in corrective physical education class for freshman and sophomores. Two hours lecture, two hours laboratory.

343—Athletic Conditioning and Treatment of Athletic Injuries. (3).

Covers both practical and theoretical aspects of treatment of athletic injuries; the subjects of massage, bandaging, treatment of sprains, strains, and wounds. There are also lectures on diet, determination of fatigue, and conditioning of athletes. A fee of \$.50 is charged to pay cost of tape, bandages, and other materials used. Three hours lecture.

DEPARTMENT OF HOME ECONOMICS**Miss Henderson, Chairman****Miss Whitaker**

The Department of Home Economics is designed to provide professional education qualifying for teaching in junior and senior high schools. It also includes those phases of learning related to personal living, family life, and homemaking. A number of courses are offered which are designed to help students more effectively take their places in family and community life. These courses, taken in proper sequence, are open to anyone.

The Major. The requirements for a major in Home Economics are:

1st Year. Home Ec. 111, 112, 171, 181, 241, 242; Chem. 111, 112, 113.

2d Year—Home Ec. 113, 243, 291; Biology 241, 242, 302; Psychology 112; Education 211, 308;

3rd Year—Home Ec. 311, 312, 341, 342, 343; Economics 211, 212. Sociology 211; Chem. 321, 322, 323; Education 381, 391, 476.

4th Year—Home Ec. 421, 471, 472, 481, 482, 483; Education 416, 417, 452, 473.

*Education 451, 456, 461, 471, 473 or 481 may be substituted for Education 452 or 476.

Minor in Home Economics—A student majoring in another department may satisfy the requirements for a minor in Home Economics by completing not less than 27 hours of home economics of which nine hours are in courses numbered above 299.

Those planning to teach in Elementary Schools may choose Home Economics as a field of concentration. The requirements for the combined Home Economics and Elementary degree curriculum are:

1. Home Ec. 111, 112, 113, 171, 181, 241, 242, 243, 291.
2. Six additional hours chosen from: Home Economics 311-12-13; Home Economics 341; Home Economics 481-82-83.
3. In addition to the field of concentration, students must meet requirements for Two-Year Curriculum for Elementary Teachers plus 18 additional hours in Education.

DESCRIPTIONS OF COURSES**Clothing and Textiles****111—Clothing Selection. (3).**

This course is planned to help the student develop standards in selection, purchase, use, and maintenance of the wardrobe from the standpoint of design and materials. No construction of garments. Three hours lecture.

112—Clothing Construction I. (3).

Fundamental principles of garment construction applied to wash materials, selection and use of commercial patterns, principles of fitting. One hour lecture; four hours laboratory. Prerequisite: Home Economics 111.

113—Clothing Construction II. (3).

Continuation of 112. Garments of cottons and rayons. Emphasis is placed upon development of standards and judgment in fitting and construction. One hour lecture; four hours laboratory. Prerequisite: Home Economics 112.

311—Advanced Dressmaking. (3).

Problems in construction, fitting, and finishing garments to develop techniques in handling wools and rayons. One hour lecture; four hours laboratory. Prerequisites: Home Economics 112, 113 (or equivalents).

312—Textiles. (3).

Study of textile fabrics used in clothing and the household, characteristics of textile products as determined by fibers and processes. Two hours lecture; two hours laboratory. Prerequisites: Home Economics 111; Chemistry 111.

313—Dressmaking and Design. (3).

Advanced construction, techniques of handling silks and rayons, development of individual designs. One hour lecture; four hours laboratory. Prerequisites: Home Economics 112, 113, 311.

421—Children's Clothing. (3).

Selection, design, and construction of clothing for various age groups. Emphasis is placed on the contributions of suitable clothing to the education and health of the child. One hour lecture; four hours laboratory. Prerequisites: Home Economics 111, 112, 113.

Foods and Nutrition

241—Elementary Nutrition. (3).

A study of the nutritive value of food, the factors influencing the body food requirement and the relation of food selection to health. Three hours lecture.

Students desiring credit for nutrition in the Department of Health should register for this course as Health 241.

242—Principles of Food. (3).

A study of the principles underlying the selection, buying and preparation of foods; an introduction to the planning, preparation and serving of meals. One hour lecture; four hours laboratory.

243—Meal Planning and Service. (3).

Planning, preparation and serving of food for the family. Emphasis is placed on management factors. Meals are planned and prepared on different cost levels. One hour lecture; four hours laboratory. Prerequisite: Home Economics 242.

341—Advanced Meal Planning and Table Service. (3).

Meal preparation, methods of table service for various types of occasions, marketing and the costs of meals. Laboratory work consists of individual and group planning, preparation and service of meals to family size and larger groups. One hour lecture; four hours laboratory. Prerequisites: Home Economics 241, 242, 243, prerequisite or parallel Chemistry 113.

342—Nutrition I. (3).

A study of the fundamentals of human nutrition and their application to individual and family dietaries. Two hours lecture; two hours laboratory. Prerequisites: Home Economics 241, 242, and 243. Prerequisite or parallel, Chemistry 321.

343—Nutrition II. (3).

Planning dietaries to meet the requirements of the individual at different age levels. An introduction to the study of special diets. Two hours lecture; two hours laboratory. Prerequisite: Home Economics 342. Prerequisite or parallel, Chemistry 322.

Home Management and Related Art**171—Introduction to Present Day Living. (3).**

This course is planned to help the student make the proper adjustments in personal and group life during college and afterwards. Topics considered are: Choice of vocation, factors essential to successful marriage and family life, and the contribution of Home Economics to general education. Three hours lecture.

This course is open to all students, and is required of all first and second quarter students enrolled in other Home Economic courses.

181—Art in Everyday Life. (3).

Fundamental design principles and color theory are presented as a basis for appreciation, good judgment, and good taste in selection and use of clothing and house furnishings. The course is planned to aid the student in making applications to other art problems in everyday life. It is prerequisite to the course in house furnishing. Three hours lecture.

291—Health of the Family and Home Nursing. (3).

Building health habits; protection against illness and accidents, physical care of the infant, simple procedure in caring for the sick and aged. Two hours lecture; two hours laboratory.

471—Family Relationships. (3).

A continuation of the study of problems introduced in Home Economics 171 with emphasis upon the factors related to the achievement of satisfaction in the family group and the responsibilities of the family to community life. Three hours lecture.

472—Child Development. (3).

The study of the child's social, emotional and mental growth. Emphasis is placed on the preschool child with references to his place in the family group. Three hours lecture.

481—House Furnishing. (3).

A brief study of the most common types of domestic architecture and suitable furnishings for use with each, principles of design and color theory applied to selection and arrangement of the house and its furnishings. One hour lecture; four hours laboratory. Prerequisite: Home Economics 181.

482—Household Equipment. (3).

Selection, placing, use, care, and repair of household equipment for most efficient use of time, energy, and money available. Two hours lecture; two hours laboratory. Prerequisite: Home Economics 481.

483—Home Management and Consumer Education. (3).

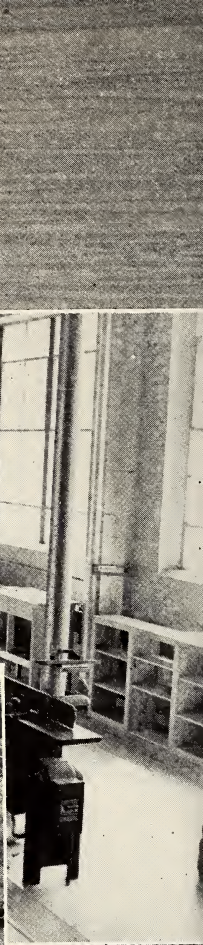
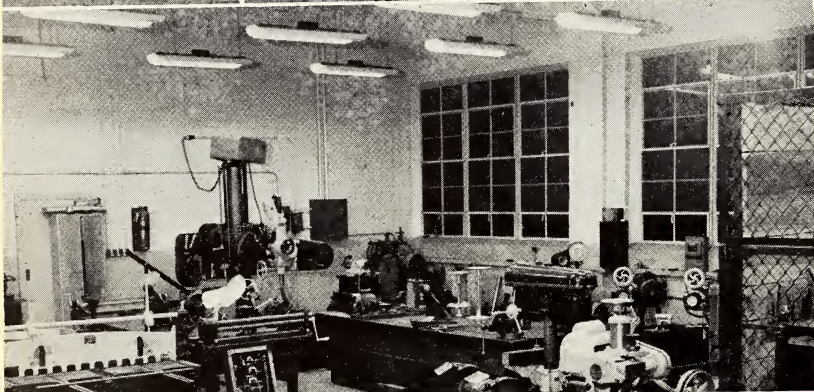
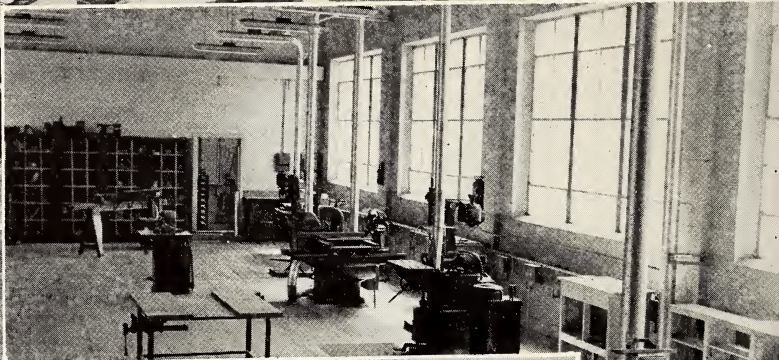
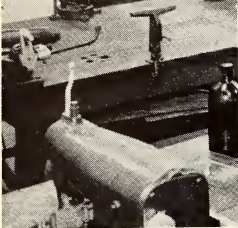
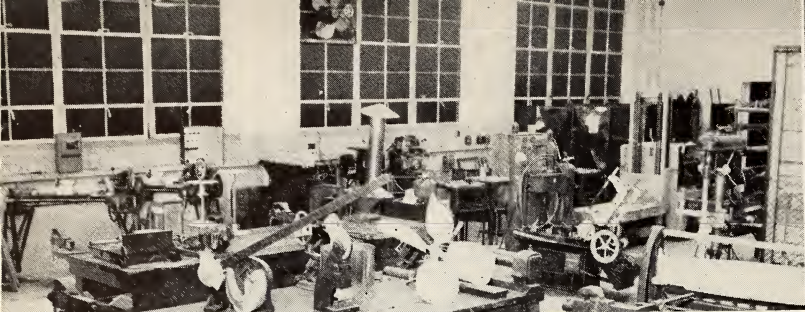
Problems of management of money, time, and energy; study of consumer goods from standpoint of the homemaker as the household buyer; guides to buying. Three hours lecture. Prerequisites: Home Economics 481, 482.

Home Economics Education

Methods of Teaching Home Economics. (See Education 411.)

Supervised Teaching in Home Economics. (See Education 416-417-418.)





DEPARTMENT OF INDUSTRIAL ARTS

Mr. Coltharp, Chairman

Mr. Brotherton, Mr. Radcliffe, Mr. Street, Mr. McIntosh

The general objectives of the Industrial Arts courses are as follows:

1. Teacher training for students planning to teach Industrial Arts on the secondary school level.
2. Pre-engineering training for students planning to enter the engineering profession.
3. Consumer education for all enrollees in the department, with a view toward a functioning knowledge and use of industrial methods, tools, and products.
4. Avocational training for students planning to utilize Industrial Arts experiences as a foundation for leisure-time activities.
5. Terminal vocational training for students wishing to combine a college education with specific training in the departmental offerings.

The Major. Students majoring in Industrial Arts are required to complete 42 credit hours, including the courses listed as being required, and are also required to take Physical Education 341.

The Minor. In addition to his major, each student must select as a minor a second field of concentration in another department, and must complete such courses as that department may designate for the purpose. This will consist of 27 credit hours of which 9 or more will be in courses numbered above 299.

Majors planning to teach metalwork and woodwork will take the following courses: Industrial Arts 141, 151, 152, or 155, 161, 163, 271, 272, 273, 343, 361, 362, 363, 371, 372, 373, 461, 462 and 463.

Majors planning to teach drafting and woodwork will take the following courses: Industrial Arts 151, 152, 153, 161, 162, 163, 251, 252, 253, 341, 351, 352, 353, 361, 362, 363, 461, 462, 463 and in addition Art 211, 212, and 213 should be included in the schedule.

Majors planning to teach metalwork and electricity will take the following courses: Industrial Arts 141, 151, 152, 154, 243, 251, 271, 272, 273, 281, 282, 283, 343, 371, 372, 373, 462, and 463. In addition physics 211, 212, and 213 should be included in the schedule.

Majors planning to teach drafting and electricity will take the following courses: Industrial Arts 141, 151, 152, 154, 251, 271, 272, 273, 281, 282, 283, 341, 351, 352, and 353. In addition, physics 211, 212, and 213, and Art 211, 212, and 213 should be included in the schedule.

Minor in Industrial Arts. A student majoring in another department may satisfy the requirements for a minor in Industrial Arts by completing not less than 27 hours of Industrial Arts courses including one general shop course, and 151, and 155.

Pre-engineering students planning to matriculate in technical schools are advised to acquaint themselves with the courses recommended by the school of their choice. After doing this, enrollment in the department should be completed only after careful consideration of the courses offered, and on the advice of members of the departmental staff.

GENERAL COURSES**141—General Shop. (2).**

A general survey course, with the major emphasis on electricity, metalwork, and woodwork. One hour lecture, two hours laboratory.

142—General Shop. (2).

A general survey course, with the major emphasis on the graphic arts. One hour lecture, two hours laboratory.

143—General Shop. (2).

A general survey course, with the major emphasis on ceramics, cement, and plastics. One hour lecture, two hours laboratory.

241—Pattern Making. (2).

This course deals with materials and practices of current pattern making procedure. One hour lecture, two hours laboratory. Prerequisite: One course in Woodwork, or consent of instructor.

242—Foundry. (2).

This course is a continuation of Industrial Arts 241, and deals with the casting of non-ferrous metals. One hour lecture, two hours laboratory. Prerequisite: Industrial Arts 241, and one course in Metalwork, or consent of instructor.

243—Home Maintenance. (2).

A course dealing with the common problems of maintenance, use, and selection of household equipment. One hour lecture, two hours laboratory.

341—Materials of Industry. (3).

A study of woods and metals used in current manufacturing processes. Three hours lecture. Prerequisite: Nine hours credit in Industrial Arts, or consent of instructor. Required of all majors.

342—Materials of Industry. (3).

A study of plastic, cements, ceramics, fuels, and protective coatings. Three hours lecture. Prerequisite: I. A. 341.

343—Production Analysis. (3).

A study of industrial production methods. Three hours lecture. Prerequisite: Junior classification. Recommended for all majors.

441—Industrial Arts for Teachers. (3).

A course planned to give teachers a working knowledge of the common hand tools, materials, and processes useful in developing an activity program. One hour lecture, four hours laboratory. Prerequisite: Junior classification.

462—Tools and Maintenance. (3).

This course deals with the selection and care of hand and machine tools common to Industrial Arts shops. One hour lecture, four hours laboratory. Prerequisite: Senior classification. Required of all majors.

463—Production Methods. (3).

A study and practice of assembly line and mass production procedures. Projects completed in this course are the property of the college. One hour lecture, four hours laboratory. Prerequisite: Senior classification. Recommended for all majors.

GRAPHIC ARTS**151—Mechanical Drawing. (3).**

An introductory course in the fundamentals of drafting practice. One hour lecture, four hours laboratory.

152—Mechanical Drawing. (3).

A continuation of Industrial Arts 151, with the addition of assembly drawings, sectional and auxiliary views. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 151.

153—Descriptive Geometry. (3).

A study of space relations of points, lines, and surfaces. One hour lecture and four hours laboratory. Prerequisite: Industrial Arts 152.

154—Electrical Drawing. (3).

A study of electrical symbols and their use in house and radio wiring. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 151.

155—Blue Print Reading. (3).

A course stressing the interpretation of drawings. Three hours lecture. Students who have credit in two or more courses of drawing will not be given credit in this course.

251—Engineering Drawing. (3).

A study of the various representations of machine elements. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 152, and 153 or 155.

252—Engineering Drawing. (3).

A continuation of Industrial Arts 251; course requirements include complete detail and assembly drawings of a small machine. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 251.

253—Industrial Design. (3).

A study of the principles of structural design and surface enrichment. Three hours lecture. Prerequisite: Industrial Arts 151. Required of all majors.

351—Architectural Drawing. (3).

A study of the fundamental principles of architectural practices and techniques. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 152.

352—Architectural Drawing. (3).

A continuation of Industrial Arts 351; course requirements include the development of complete plans for a house of the student's selection. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 351.

353—Architectural Drawing. (3).

A study of perspective drawing, pencil rendering, and complete estimates and specifications. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 352.

Metalwork**271—Wrought Iron. (3).**

This course takes up the study and uses of wrought iron, with the emphasis upon hand processes. One hour lecture, four hours laboratory.

272—Sheet Metalwork. (3).

A study of the common sheet metals, with manipulative processes dealing with hand tools. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 151.

273—Art Metal. (3).

A course dealing with metals and processes used in the making of art metal and jewelry projects. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 141 or 271.

371—Machine Shop. (3).

A course in the fundamentals of the machining of metals. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 271.

372—Welding. (3).

A study of arc and gas welding. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 371.

373—Machine Shop. (3).

The course project consists of casting, machining, and assembling the parts of a small machine. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 242, 371, and 372.

Electricity

281—Basic Electricity. (3).

A study of the practical applications of electricity. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 154.

282—Electrical Wiring. (3).

A study of house wiring and power transmission. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 281.

283—Radio. (3).

A basic course dealing with circuits, tubes, filters, and transmission of messages; with manipulative work consisting of the assembling of a standard set. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 281.

Woodwork

161—Beginning Woodwork. (3).

An introductory course in the area of hand woodwork. One hour lecture, four hours laboratory.

162—Machine Woodwork. (3).

A beginning course in the use of the more common woodworking machines. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 141 or 161.

163—Wood Turning. (3).

This course takes up the study and use of the wood turning lathe. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 141 or 161.

361—Machine Woodwork. (3).

A course involving continued use of power equipment in the woodworking shop. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 162 and 163.

362—Upholstery. (3).

Manipulative and study experiences dealing with the fundamentals of pad and spring upholstery. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 161.

363—Wood Finishing. (3).

A study of current practices in hand and machine finishing processes. One hour lecture, four hours laboratory. Prerequisite: Nine hours woodwork.

461—Machine Woodwork. (3).

A course involving the use of power equipment in the completion of furniture. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 361 and 363.

DEPARTMENT OF MATHEMATICS**Mr. Kaltenborn, Chairman****Mr. Anderson, Mrs. Badger, Mrs. Clark, Mrs. Kaltenborn,
Mr. Williams, Mr. Yarbrough**

This department offers basic mathematics training appropriate to the various programs of study. While it is not necessary that every student acquire a working knowledge of mathematics, it is desirable that every student obtain at least a general acquaintance with the nature of mathematics as an essential part of a well-rounded education. The course Survey of Mathematics (Math. 101, 102, 103) is designed to fill this need. It is recommended for students in liberal arts, and for all prospective teachers except those in mathematics or the natural sciences. For the latter, a study of the technical courses in mathematics is recommended.

Technical courses in mathematics are offered for students in the natural sciences or engineering. It is strongly recommended that such students complete the courses listed for a minor in mathematics. Pre-Engineering students who lack high-school credit in Solid Geometry should schedule this course (Math. 100). Students who lack adequate background in high-school algebra should complete Intermediate Algebra (Math. 110) before scheduling College Algebra (Math. 111).

Candidates for the Elementary Certificate may satisfy the mathematics requirement by completing the first quarter of Survey of Mathematics (Math. 101).

Minor in Mathematics. The following sequence of courses is recommended for pre-Engineering students, or for a minor in mathematics for students majoring in a natural science: college algebra, trigonometry, analytic geometry, and calculus (Math. 111, 112, 113, 311, 312, 313).

For other students, the following program is suggested: 101, 102, 103, 111, 113, 301, 302, 322.

Major in Mathematics. Requirements for a degree in Mathematics are as follows:

- (1) Completion of at least 39 quarter-hours in mathematics, including 12 quarter-hours in calculus, and 12 quarter-hours in courses numbered above 313.
- (2) Completion of at least 12 quarter-hours in one of the fields of biology, chemistry, or physics.
- (3) Fulfillment of the general college requirements, described elsewhere in this catalog, concerning courses in English and American history, physical education, and the total number of hours and quality credits.

Students who plan to teach will include in their electives all courses required for certification, shown elsewhere in this catalog. Students who are interested in applied mathematics may elect additional courses from the natural sciences. To avoid too narrow a specialization, all students majoring in mathematics will be encouraged to include in their electives some general courses from the social sciences, education, language or literature.

Description of Courses

100—Solid Geometry. (3).

The usual topics of solid geometry (lines and planes, polyhedrons, cylinders, cones, spheres) stressing the nature of a proof, understanding of spatial relationships, and mastery of formulas for surface areas and volumes. Prerequisite: one year of high-school geometry.

101—Survey of Mathematics. (3).

A general cultural course recommended for students wishing to satisfy the requirements in mathematics for the Elementary Certificate and as an elective for students desiring an over-all picture of mathematics. This is a flexible course, adapted to the student's interests and abilities, and stressing the underlying ideas and processes of arithmetic, elementary algebra, and geometry. Oral report on collateral reading on topics of a historical or recreational nature in mathematics, supplemented by a limited amount of problem solving.

Credit not given for this course if either Math. 110 or Math. 111 has been completed previously.

102—Survey of Mathematics. (3).

Continuation of Math. 101. A survey of the principles, methods, and typical applications of logarithms, trigonometry, and differential calculus.

103—Survey of Mathematics. (3).

Continuation of Math. 102. A survey of the principles, methods, and typical applications of the conic sections, analytic geometry, integral calculus, and progressions.

110—Intermediate Algebra. (3).

The fundamental operations of algebra; fractions; linear equations; evaluation of formulas; quadratic equations; laws of exponents.

Credit not given for this course if Math. 111 has been completed previously.

111—College Algebra. (5).

Review of the fundamental operations; factoring, fractions, and linear equations; functions and graphs; laws of exponents; logarithms and applications; quadratic equations and systems with applications; binomial theorem; variation; progressions; elementary theory of equations; determinants. Prerequisite: At least $1\frac{1}{2}$ years of high school algebra, or Math. 110.

112—Trigonometry. (5).

The trigonometric functions; functions of special angles; identities; reduction formulas; solution of right and oblique triangles, with applications; radian measure; inverse functions; trigonometric graphs; right spherical triangles. Prerequisite: Math. 111.

113—Analytic Geometry. (5).

The coordinate system; the straight line; the circle; general principles of graphing; the conic sections; graphs of the transcendental functions; parametric representation; polar coordinates; introduction to solid analytic geometry, including sketching of simple surfaces. Prerequisites: Math. 112 and at least one year of high school geometry.

301—Mathematics of Finance. (3).

Simple and compound interest; discounts; equation of value; amount and present value of annuities; deferred annuity; installment buying. Prerequisite: Math. 111.

302—Mathematics of Finance. (3).

General annuities; logarithmic solution of annuity problems; sinking funds; building and loan associations; evaluation of bonds; life annuities; life insurance. Prerequisite: Math. 301.

311—Calculus. (4).

Limits; differentiation of algebraic functions, with applications to velocity, related rates, maxima-minima and approximations; integration of polynomials, with applications to areas and volumes. Prerequisite: Math. 113.

312—Calculus. (4).

Differentiation of transcendental functions; curvilinear motion; radius of curvature; integration by basic formulas, by parts, by substitution, and by special devices; determination of areas, volumes, work, and fluid force by integration.

313—Calculus. (4).

Centroids and moments of inertia; approximate integration; indeterminate forms; series; Maclaurin's and Taylor's expansions; multiple integrals; differentiation and integration with polar coordinates.

322—Statistics. (3).

Tabular and graphical representation of statistical data; measures of central tendency and dispersion; probability; the normal distribution. Prerequisite: Math. 311.

323—Statistics. (3).

Skewness and kurtosis; moments and check formulas; correlation; sampling; curve-fitting. Prerequisite: Math. 322.

411—Differential Equations. (3).

Primitive of a differential equation; first order equations, and applications; singular solutions; linear equations with constant coefficients. Prerequisite: Math. 313.

412—Differential Equations. (3).

Linear equations of the second order; equations of higher order; integration in series; total differential equations; partial differential equations of the first order. Prerequisite: Math. 411.

421—History of Mathematics. (3).

The development of mathematical ideas and processes from the earliest times to the present. Oral reports on collateral reading.

423—Advanced Calculus. (3).

Review and critical study of the processes of differentiation and integration; multiple integrals; partial differentiation; hyperbolic functions; Beta and Gamma functions. Prerequisite: Math. 313.

431—Probability. (3).

Elementary concepts, compound probabilities, mathematical expectation, and the law of large numbers.

441—Theory of Equations. (3).

General theorems on roots of algebraic equations; approximate solutions of equations by graphs, Horner's method, and Newton's method; general solution of cubic and quartic equations; solution of simultaneous systems by higher order determinants. Prerequisite: Math 313.

451—Vector Analysis. (3).

Elementary operations; scalar and vector products; differentiation; differential operators; integration; applications. Prerequisite: Math. 423.

461—College Geometry. (3).

Foundations of Euclidean geometry, geometric constructions, duality, properties of triangles and circles, introduction to projective geometry.

GRADUATE COURSES

Note: Courses preceded by "G" are described above.

G421—History of Mathematics. (3).

G423—Advanced Calculus. (3).

G431—Probability. (3).

G441—Theory of Equations. (3).

G451—Vector Analysis. (3).

G461—College Geometry. (3).

DEPARTMENT OF MUSIC**Mr. Harris, Chairman****Miss Ball, Mr. Eaheart, Mr. Taylor**

The aims of the curriculum of the Department of Music are:

- a. To give students a sound musical education by providing technical instruction in theory and applied music.
- b. To equip prospective teachers with the necessary background, attitudes, and standards for teaching music in the public schools.
- c. To provide prospective music supervisors with a mature understanding of the elements of music, a philosophy of music education, teaching skills, and satisfying skills in public performance.
- d. To develop in the student body as a whole an appreciation of the values of music through experiences in listening and in performing.

The Major

The requirements for a major in Music are:

Music 111-112-113	Harmony, Ear Training, & Sight-Seeing....	12
131-132-133	Class Instruction in Stringed Instruments....	6
201-202-203	Advanced Ear-Training	6
231-232-233	Class Instruction in Wood-Winds.....	3
234-235-236	Class Instruction in Brass and Percussion....	3
311-312-313	Advanced Harmony	9
321	Musical Form	3
341	Conducting	3
401-402-403	Music History	9
407	Music Supervision in Elem. & Inter. Grades	3
421	Instrumentation	3
	Three years participation in Band, Orchestra or Chorus	9
		69

Students interested primarily in instrumental music will be required to earn at least six hours in vocal music: Music 191, or Music 241, 242, 243, or participation in the College Choir.

All students majoring in Music will be required to attend five concerts, recitals, or other appropriate activities each quarter as prescribed by the Department of Music. These will be on-campus activities and will involve no additional fee or admission charge.

Music 171 (6 quarter hours) or Music 221, 222, 223 will be required of all music majors unless a proficiency examination in piano can be passed. Students should plan to meet this requirement during the first year so that inability to play the piano will not prove to be a handicap during the later years of study.

Students who major in music are required to have a minor of twenty-seven hours in any other field that they may choose.

The Minor

The requirements for a minor in Music are:

Music 111-112-113	Harmony, Ear-Training, & Sight-Singing.....	12
201-202-203	Advanced Ear-Training	6
311	Advanced Harmony	3
	*Additional Music Courses numbered	
	above 300	9
		30

*These courses may be elected by the student with the approval of the Head of the Department of Music. Credits in Band, Choir, Orchestra, or Individual Lessons in Applied Music are not acceptable for this requirement.

Description of Courses

101—Fundamentals of Music Theory. (3).

Study of clefs, staff, signatures, scales, note values, rhythms; introduction to aural theory. Three hours lecture.

111, 112, 113—Ear-Training, Sight-Singing, and Harmony. (4 credits per quarter).

Correlation of Ear-Training, Sight-Singing, and Harmony by drill and study in scale and interval singing and writing, development of major and minor chord feeling, rhythmic and melodic dictation, four-part writing and harmonization of given melodies and figured basses. Prerequisite: Music 101 unless excused by examination. Three hours lecture, two hours laboratory.

121—Music in the Elementary School. (3).

A study of all types of music and methods suitable for furthering appreciations and creative expression in children in grades one through six. The child voice in singing; rhythmic and melodic expression; introduction of notation and the functional approach to tone time; and theory teaching. Observation in the training school is conducted from time to time. Three hours lecture.

122—Elementary Music Appreciation. (3).

A study of the types of music suitable for developing in the child a love for and an appreciation of music. Three hours lecture.

131, 132, 133—Class Instruction in Stringed Instruments. (2 credits per quarter).

Course designed to give prospective teachers a thorough working knowledge of the stringed instruments. One hour lecture; two hours laboratory.

201, 202, 203—Ear-Training. (2 credits per quarter).

Further development of chord and tonal feeling through dictation in choral style. Study of all chords. Further rhythmic development through reading and dictation. One hour lecture; two hours laboratory.

221, 222, 223—Piano Class Instruction. (2 credits per quarter).

Opportunities are offered for class procedures using the piano and individual practice key-boards. One hour lecture; two hours laboratory.

Note. Credit in this course toward a degree will not be allowed for less than the full year's work.

231, 232, 233—Class Instruction in Wood-Wind Instruments. (1 credit per quarter).

Course designed to give prospective teachers a working knowledge of the Wood-Wind Instruments. Two hours laboratory.

234, 235, 236—Class Instruction in Brass and Percussion Instruments. (1 credit per quarter).

Course designed to give prospective teachers a working knowledge of the brass and percussion instruments. Two hours laboratory.

241, 242, 243—Class Voice Instruction. (2 each quarter)).

The principles of proper vocal technique, posture, breath, support, diction, tone-production. One hour lecture; two hours laboratory.

311, 312, 313—Harmony. (3 credits per quarter).

Ninth, eleventh, and thirteenth chords. Altered chords. Continued modulations. Non-harmonic tones. Analysis. Original composition. Three hours lecture.

321—Musical Form. (3).

Study of the structure of music. The period and its divisions. Two and three-part song forms. The suite, the sonata, the rondo, and various dance forms. Three hours lecture.

322—Analysis. (3).

Harmonic and formal analysis of standard piano, choral, and orchestral works. Three hours lecture.

323—Score Reading. (3).

Analysis and interpretation of classical and romantic sonatas, symphonies and chambers music works. Reading of full scores. Three hours lecture.

341—Conducting. (3).

Study of the fundamentals of conducting in both choral and instrumental fields. Individual practice in conducting. Each student is given the opportunity to conduct vocal and instrumental groups. Three hours lecture.

342—Choral Conducting. (3).

This workshop course provides practical experiences in ensemble singing and in conducting rehearsals and performances. Theory and practice of correct voice placement, breathing, intonation, phrasing, diction, interpretation; discussion of methods of group instruction, materials, standards.

Music 401, 402, 403—History of Music. (3 credits per quarter).

A study of the development of the significant musical styles with special attention to the individual contributions of the major composers. Music representative of the various epochs heard through extensive use of phonograph recordings. Three hours lecture.

407—Music Supervision in Elementary and Intermediate Grades. (3).

A survey of materials and methods appropriate to the teaching of music in the grade schools. Comparison of basic music series on the Tennessee approved textbook list; correlation techniques; music integration; problems of supervision. Open only to Music Majors unless special permission is granted by the instructor. Three hours lecture.

411, 412, 413—Counterpoint. (3 credits per quarter).

Various species of counterpoint in two, three, and four parts. Free imitation. Three hours lecture.

421—Instrumentation. (3).

A study of the compass, possibilities, and tonal characteristics of orchestral and band instruments. Arranging for various types of small ensembles. Three hours lecture.

422—Orchestration. (3).

Piano and organ compositions in the larger forms arranged for full orchestra. (Prerequisite: Music 421 or instructor's consent.) Three hours lecture.

423—Band Arranging. (3).

Original and given melodies arranged for a full band. Band transcriptions of orchestral works. Problems of balance, tone color, and phrasing. (Prerequisite: Music 421 or instructor's consent.) Three hours lecture.

MUSIC ORGANIZATIONS OFFERING CREDIT**151, 251, 351, 451—College Band. (1 credit per quarter).**

The College Band is open to all qualified students of the college. During the Fall Quarter much of the Band's activity is directed toward preparation of half-time demonstrations for football games. At other times of the school year emphasis given to the band as a concert organization. Three hours laboratory.

154, 254, 354, 454—College Orchestra. (1 credit per quarter).

The orchestra offers opportunities for sight reading and orchestral routines to the more capable students of string and wind instruments. Standard overtures, suites, and symphonies are studied and presented in concert. Three hours laboratory.

161, 261, 361, 461—College Choir. (1 credit per quarter).

Open to all qualified students; standard choral, oratorio, and operatic literature is studied and presented in concert. Three hours laboratory.

INDIVIDUAL LESSONS IN APPLIED MUSIC**Piano, Voice, Organ, and Orchestral Instruments**

Any student, regardless of initial degree of advancement, may register for individual study in voice or instrument for those courses in applied music which are numbered below 300. However only students capable of advanced performance will be admitted to courses numbered above 300.

A student may register in these courses for either one quarter hour credit or two quarter hours credit. A fee of \$20.00 per quarter is charged for one thirty minute lesson weekly and one quarter hour credit is given. A fee of \$40.00 per quarter is charged for two thirty minute lessons weekly for which two quarter hours credit is given. These fees are collected by the Bursar at the time of registration.

All students who register for individual lessons at the 300 level will be required to present from memory in public recital, one movement of a standard sonata or other selection of equal difficulty. An aria from opera or oratorio will be required of voice students. Students accepted for 400 level courses will be required to appear in joint recital with other students, satisfactorily performing from memory a group of numbers totaling twenty-two to thirty minutes in length.

- 171, 271, 371, 471—Piano. Individual Lessons. (1 or 2 credits per quarter).
Hours arranged.
- 181, 281, 381, 481—Orchestral Instruments. Individual Lessons. (1 or 2 credits per quarter).
Hours arranged.
- 191, 291, 391, 491—Voice. Individual Lessons. (1 or 2 credits per quarter).
Hours arranged.
- 195, 295, 395, 495—Organ. Individual Lessons. (1 or 2 credits per quarter).
Hours arranged. Prerequisite: Ability to play the piano.

**A COURSE OF STUDY RECOMMENDED FOR STUDENTS WHO
PLAN TO DO GRADUATE WORK IN MUSIC EDUCATION**

111, 112, 113	Ear-Training, Sight-Singing, and Harmony.....	12
122	Elementary Music Appreciation.....	3
131-132-133	Class Instruction in Stringed Instruments.....	6
201-202-203	Advanced Ear Training.....	6
231, 232, 233	Class Instruction in Wood-Wind Instruments.....	3
234, 235, 236	Class Instruction in Brass and Percussion.....	3
311, 312, 313	Advanced Harmony	9
321	Musical Form	3
341	Conducting	3
342	Choral Conducting	3
401, 402, 403	History of Music	9
407	Music Supervision in Elementary and Intermediate Grades	3
421	Instrumentation	3
Applied Music: Piano (Class or Individual).....		3
Voice (Class or Individual).....		3
Major Instrument or Voice at 300 or 400 level.....		6
Band, Choir, or Orchestra.....		9
Total.....		87

(Students electing this course will also register for the 27 hours in Education specified by the State Dept. of Education as one of the requirements for the Secondary School Certificate.)



DEPARTMENT OF PHILOSOPHY AND PSYCHOLOGY**Mr. Hughes, Chairman****Mr. Andersen, Mr. Crumbaugh, Mr. Wilkinson**

The major in this department consists of 36 hours in the following prescribed courses to be taken in sequence, and 9 hours in Sociology.

For those taking the pre-medical, or the pre-law program of studies, the following electives are recommended—112, 113, 213, 311, 312, 313.

For those taking the pre-engineering program and those preparing for careers in business and industry, the following electives are recommended—112, 113, 211, 212, 213.

For those preparing to teach, the following are recommended as electives in addition to the certificate requirements—113, 213, 413, 414.

Philosophy 111—Introduction to the Study of Man. (3).

Orientation toward a philosophy of life based upon scientific studies of heredity and environment. The inherited capacities of man, their natural uses and their abuses, as the factors that account for the history of the individual and of the race.

Psychology 112—General Psychology. (3).

The mental structure: the functions of the muscular-glandular systems, and the nervous system, in behavior.

Psychology 113—General Psychology (continued). (3).

Mental dynamics: reasoning, emotional balance, conditioning, memory and imagination, mental growth and maturity.

Psychology 211—Psychology of Vocational Adjustment. (3).

A study of the abilities, interests, and personal qualities that should determine the choice of a vocation, by means of a battery of personality tests, and tests of scientific, musical, business, art, and mechanical aptitudes. Fee of \$1.00 to cover cost of materials.

Psychology 212—Psychology in Business and Industry. (3).

Attitudes, morale, skill, motivation, fatigue, and other psychological factors important in employer and employee relations in business and industry. Introduction to the use of psychological tests in personnel selection and management.

Psychology 213—Social Psychology. (3).

A study of the influence of group behavior and cultural traditions upon the individual's vocational, domestic, and social adjustments. The psychological factors in the major social problems of today.

Psychology 311—Psychology of Personality. (3).

A study of the origins of personality traits and their development into normal patterns of behavior.

Psychology 312—Psychology of Behavior Disorders. (3).

Descriptions and interpretations of types of behavior deviating from the normal. Distinction between the functional and the organic causes of the neuroses and psychoses.

Psychology 313—Great Contributions to Psychology. (3).

Binet's studies of intelligence; Galton's studies of individual differences; Pavlov's experiments in conditioning; Thorndike's animal

experiments; Watson's studies of infant behavior; Cannon's studies of emotional behavior; Freud's Psychoanalysis and Adler's Individual Psychology.

Psychology 414—Psychology of Exceptional Children. (3).

Home and school problems of handicapped, retarded, emotionally unstable, precocious, or gifted children. Not required for the major, but may be substituted for Psychology 313.

Philosophy 411—Survey of Philosophy. (3).

Historical survey of philosophical thought. A study of the systems of thought associated with the great names in western philosophy, and their connections with political and social circumstances.

Philosophy 412—Contemporary Philosophy. (3).

Moral and ethical problems of today and traditional attitudes toward them, in the light of the biological, psychological, and social sciences.

Philosophy 413—Philosophy of Education. (3).

How a philosophy of education suited to the intellectual and emotional needs of men, and consistent with the ideals of democracy, can be derived from the study of literature and the fine arts, world history, science, and human relations.

GRADUATE COURSES

(Courses preceded by "G" are described in the undergraduate division).

Psychology G-414—Psychology of Exceptional Children. (3).

Philosophy G-413—Philosophy of Education. (3).

DEPARTMENT OF PHYSICAL SCIENCES

Mr. Hayden, Chairman

**Mr. Fox, Mr. Fisher, Miss Greer, Mr. Holmes, Mr. Ijams,
Mr. McNees, Mrs. Murphy**

The objectives of the physics and chemistry courses are threefold:

- a. To prepare teachers of those subjects for high schools in our area.
- b. To give thorough and adequate training to premedical, prepharmacy, pre dental, and preengineering students.
- c. To cover the basic needs of those who wish to specialize in this field.

The Major. Students majoring in chemistry must select 48 quarter hours from courses listed in this catalog. General Inorganic Chemistry (course 111, 112, 113) is required of all students who major in the physical sciences. The required courses for a major in chemistry are:

1st Year. Chemistry 111, 112, 113; Math. 111, 112.

2d Year. Chemistry 211, 212, 213; or Chemistry 321, 322, 323; or Physics 211, 212, 213; and Math. 113.

3d Year. Chemistry 321, 322, 323; or Chemistry 411, 412, 413; or Chemistry 421, 422, 423; or Physics 321, 322, 323; and Math. 211, 212, 213 if Physical Chemistry (411, 412, 413) is elected.

4th Year. Chemistry 411, 412, 413; or Chemistry 421, 422, 423.

A student may satisfy the requirements for a physical science major by electing 48 hours from the physical science courses offered.

The Minor. In addition to the major, each student must select as a minor a second field of concentration in another department, and must complete such courses as that department may designate for this purpose. This usually will consist of approximately 27 credit hours of which 9 or more must be in courses numbered above 299.

Students who plan to become high school science teachers are strongly urged to elect one or more years of biology.

Minor and Physical Sciences. A student majoring in another field may satisfy the requirements for a minor in the physical sciences by completing not less than 27 hours of physical science courses, of which 9 hours are in courses numbered above 299.

Description of Courses**Aviation**

110—Aerial Physics. (3).

This course deals with units and definitions; with scalar and vector quantities; motion; fluids at rest and in motion; work and energy; temperature and heat; transmission of heat; properties of gases; isothermal, and adiabatic processes; principles of the altimeter; air speed indicators; directional gyro; and other instruments. Three hours lecture per week.

111—Aerial Navigation. (3).

Introduction to maps and charts; latitude and longitude; Mercator and Lambert projections; study of the altimeter; compasses, and other navigational instruments. A study of pilotage, simulated flight problems, theory of dead reckoning time speed, distance in relation to simulated flight problems in dead reckoning. Three hours lecture per week.

112—Pilot Meteorology (3).

Meteorological elements; weather maps and measuring of map symbols; lapse rates; pressure gradients; air masses; fronts; weather associated with warm and cold fronts; general and local circulation of the atmosphere; thunderstorm and icing conditions. Three lectures per week.

Chemistry**100s—Chemistry for Nurses. (4).**

The aim of this course is to give sufficient applications of chemistry in health and disease to meet the needs of young women who enter the profession of nursing. The course is divided into three parts. About one half of the quarter is allocated to general chemistry, about one fourth of the quarter to organic chemistry, and one fourth to biochemistry. Three hours lecture; two hours laboratory.

111, 112, 113—General Inorganic Chemistry (4 credits per quarter).

This course is open to all freshmen and must be taken by all who major in chemistry. This course is a comprehensive study of the basic laws and principles of general chemistry. The important metals and non-metals are covered. Conference periods are arranged for those who have not had high school chemistry. Others, who are deficient, may attend these conferences. The laboratory for chemistry 113 is elementary qualitative analysis. College algebra is a corequisite for this course. Two hours lecture and four hours laboratory per week.

211, 212—Inorganic Qualitative Analysis (5 credits per quarter).

This course is recommended for chemistry majors in general and required for quantitative analysis (213, 421, 422, 423). It is presented from the semi-micro standpoint. The course includes a comprehensive study of metal ions, non-metal ions, alloys, and ores. Many problems are given to illustrate the theoretical and practical aspects of the field. Prerequisites: College algebra with a working knowledge of logarithms. Two hours lecture and six hours laboratory per week.

213—Elementary Quantitative Analysis. (5 credits per quarter).

This course follows courses 211 and 212, which are prerequisite. The course includes the more commonly used volumetric and gravimetric procedures. Enough theory and problems are given to intelligently do the laboratory work. Two hours lecture and six hours laboratory per week.

321, 322, 323—Organic Chemistry. (4 credits per quarter).

This course may be taken after chemistry 111, 112, 113. The structure, names, properties, and uses of the most common classes of carbon compounds are discussed. Much time is given to type organic reactions. Prerequisite: Chemistry 111, 112, 113. Two hours lecture and four hours laboratory per week.

401, 402, 403—Biochemistry. (4 credits per quarter).

This course is designed to cover the fundamental physical and chemical mechanisms which are involved in the vital processes of the living organisms. Topics such as the foodstuffs, digestion, metabolism, the excretions, and the body tissues are considered, chiefly from the standpoint of human biochemistry. Prerequisite: Chemistry 321, 322, 323. Two hours lecture and four hours laboratory per week.

411, 412, 413—Physical Chemistry. (4 credits per quarter).

This course deals with important theories, laws, and subject-matter of physical chemistry. Many problems and laboratory experiments are

given to illustrate these principles. Prerequisites: College algebra with a good knowledge of logarithms, physics 211, 212, 213, chemistry 211, 212, 213. Calculus is desirable. Two hours lecture and four hours laboratory per week.

421, 422, 423—Quantitative Analysis. (4 credits per quarter).

An advanced course in quantitative analysis. Theory of solutions, acidimetry and alkalimetry, solubility product principle, phenomena of co-precipitation, use of organic precipitants, oxidation and reduction reactions, and electrometric titrations are adequately covered. Many laboratory procedures and problems are used illustrating the above principles. Prerequisites: Chemistry 211, 212, 213. Two hours lecture and four hours laboratory per week.

Physics

211—Mechanics. (4 credits per quarter).

First in a sequence of three courses involving a study of the principles of physics and their applications, with emphasis upon problems and experiments. Chief topics include: Measurement and units; force and motion; power and machines; dynamics of gases and liquids; mechanics of the air; properties of materials. Prerequisite: College algebra. Suggested corequisite: Trigonometry. Three hours lecture and two hours laboratory per week.

212—Magnetism and Electricity. (4 credits per quarter) .

A continuation of physics 211, covering the fundamental laws and theories of magnetism, electrostatics and current electricity, with emphasis upon problems and experiments. Prerequisite: College algebra. Suggested corequisite: Trigonometry. Three hours lecture and two hours laboratory per week.

213—Heat, Sound, and Light. (4 credits per quarter).

A continuation of physics 211 and 212, covering the modern theories of heat, sound, and light, and their practical applications. Topics include: acoustics; thermodynamics; bending of light waves; modern physics. Prerequisite: College algebra. Suggested corequisite: Trigonometry. Three hours lecture and two hours laboratory per week.

241—Elementary Principles of Photography. (3 hours each quarter).

First in a sequence of three courses involving a study of fundamentals of photography. Chief subjects include: Historical development and use of the camera; developers and fixing solutions; camera lenses and diaphragms; camera shutters; some properties of the photographic emulsion; the process of development; printing processes; color characteristics of light filters and films; enlarging and projection printing. Prerequisite: Chemistry 111, 112, 113, and Physics 211, 212, and 213. Two hours lecture and two hours laboratory per week.

242—Advanced Principles of Photography. (3 hours each quarter).

A continuation of Photography 241. Chief subjects include: Enlarging and projection printing; the preparation of lantern and film slides for projection; intensification and reduction; toning and dye staining prints; color photography; Ultra-violet and infrared; X-ray photography; motion picture photography. Prerequisite: Photography 241 or the equivalent. Two hours lecture and two hours laboratory per week.

243—Applications of Principles of Photography. (3 hours per quarter).

A continuation in greater detail of the principles and material offered in Photography 241 and 242. Applications to the field of commercial and specialized photography are stressed. Chief topics of study are portraiture; medical and dental applications; photoflash photography; exposure and processing of color film; close up and copy work; photo-micrography; specialized types of equipment. Prerequisite: Photography 241 and 242 or the equivalent. Two hours lecture and two hours laboratory per week.

321—Advanced Magnetism and Electricity. (3 hours each quarter).

A continuation in greater detail of the basic principles and material offered in Physics 212. Applications to the field of engineering and advanced physics are particularly stressed. Electrostatics, electromagnetism, and circuit theory constitute the chief topics of study. Prerequisite: Physics 211, 212, and 213, Math. 113 and 311. Three hours lecture or its laboratory equivalent per week.

322—Fundamental Principles of Electronics. (3 hours per quarter).

An introductory study of the basic principles of the science of electronics. Particular emphasis is placed upon the modern application of electronics to both industry and research. Classroom and laboratory material is supplemented by visits to various broadcasting stations and industrial plants which make practical use of electronics in the conduct of their business. Prerequisite: Same as Physics 321. Three lectures or their laboratory equivalent per week.

323—Introduction to Radioactivity and Nuclear Physics. (3 hours per quarter).

A concise survey of the history and present state of our knowledge of the atomic nucleus. A lecture course primarily designed for students planning to undertake advanced work in the field of modern atomic physics. Prerequisite: Same as Physics 321. Three lectures per week.

GRADUATE COURSES

NOTE: Courses preceded by "G" are described above.

G411—Physical Chemistry. (4).

G412—Physical Chemistry. (4).

G413—Physical Chemistry. (4).

521—Advanced Course in Inorganic Qualitative Analysis. (4).

522—Advanced Course in Inorganic Qualitative Analysis. (4).

523—Advanced Course in Inorganic Qualitative Analysis. (4).

531—Organic Qualitative Analysis. (3).

532—Organic Qualitative Analysis. (3).

533—Organic Qualitative Analysis. (3).

541—Advanced Course in Inorganic Quantitative Analysis. (3).

542—Advanced Course in Inorganic Quantitative Analysis. (3).

543—Advanced Course in Inorganic Quantitative Analysis. (3).

551—Organic Preparations. (3).

552—Organic Preparations. (3).

553—Organic Preparations. (3).





DEPARTMENT OF SOCIAL SCIENCES

Mr. Johnson, Chairman

Mr. Badger, Mr. Boom, Mr. Brown, Mr. Crain, Mr. Crane, Miss Gyles,
Miss Joiner, Mr. Matthews, Mr. Miller, Mr. Mitchell, Mr. New-
comer, Mr. Noyes, Mr. Paglin, Mr. Robison, Mr. Shepherd,
Mr. Snyder, Mr. Sobol

Scope and Aim

The social sciences include the closely related subjects of Economics, Geography, History, Political Science, and Sociology. They deal with that vast field of knowledge about man, and his social, political, and economic activities in their association or relationship to the parts of the earth on which he lives.

For the purpose of guidance and in order to provide students of the social sciences with more than one choice in completing the hours of work necessary in their major department, required courses have been arranged into three coherent groups. Consequently, a student may select his major with special emphasis on Geography, History, or in the general field covering all branches of the department.

In addition to the student's major field he will select, in consultation with the head of the department not later than the close of his freshman year, a second field of interest, in which he will pursue courses in sequence during the remainder of his undergraduate work.

Departmental Requirements

1. The Army Map Service of Washington, D. C. has chosen the library at Memphis State College as a depository for some five thousand of its maps. These maps embrace all phases of social science work, and all students of the department will be directed to use them frequently.

2. The majority of the courses in the social science department are parts of a three-course series covering a year's work of coherent subject matter. All students are urged to complete all series started before graduation, and are required to complete any series started before beginning another at the same level in the same field of work.

3. All students taking 300 and 400 courses in the department are required to demonstrate their ability to do work satisfactory for graduation. This requirement may be met in junior and senior courses by the satisfactory completion of a written paper or other types of individual work of an equal nature.

4. Geography 121-122-123, and history 111-112-113 are the only courses in the department open to freshmen. History 221-222-223 are prerequisites for all 300 and 400 courses in history.

5. A student may minor in the Social Science Department by (1) taking one year of European History, one year of American History, one year Geography, and one quarter of Political Science; or (2) by taking 27 hours in one subject in the department, nine of which must be above 299.

6. All students majoring in the Social Sciences will follow the same sequence for the first two years. At the beginning of the junior year, each major will start his specialization, following the sequence given for the selected field.

Subjects required for the first two years:

1st Year. Geography 121, 122, 123; History 111, 112, 113.

2nd Year. Geography 221, 222, 223; History 221, 222, 223; and 9 hours in Economics, or Political Science, or Sociology.

Major in Geography

3rd Year. Geography 321, 322, 323; and two of the three 9 hour groups: Economics 211, 212, 213; Political Science 221, 222, 223; Sociology 211, 212, 213, not taken in 2nd year.

4th Year. Geography 413, 414, 415 or 421, 422, 423.

Major in History

3rd Year. 9 hours of history in 300 sequent courses; and two of the three 9 hour groups: Economics 211, 212, 213; Political Science 221, 222, 223; Sociology 211, 212, 213, not taken in 2nd year.

4th Year. 9 hours of history in 400 sequent courses.

Major in General Social Sciences

A student may major in the general field of social sciences by substituting 9 hours of Psychology for Geography or History in the senior year.

Descriptions of Courses

Economics

211—Principles of Economics. (3).

This course introduces the student to certain established principles in the field of economics. It is designed to cover extensively the major aspects in production, distribution or marketing, and finance. In addition, a study is made of the causes of business fluctuations, pricing methods, and international trade.

212—Principles of Economics. (3).

This course continues with the principles of economics, and an attempt is made to see how these principles work in actual practice. It also includes an impartial study of different comprehensive economic systems, such as liberalism, communism, and others.

213—Principles of Economics. (3).

This course deals with the economic aspects of different forms of government financing, control of the business cycle, monopolistic practices, and other classical and current economic problems.

311—Agricultural Economics. (3).

The objectives of this course are to present the most important economic problems in the great agricultural area of the Mississippi Valley and to analyze them in the light of fundamental economic principles.

Topics for study: factors controlling production and consumption of economic products; rural economic problems; farm incomes; low standard of living; tenancy; land ownership; the one-crop system versus diversified and self-sustaining agriculture; warehousing, transporting, and marketing farm products; government agencies and regulations as applied to farmers and farm products; trends and outlook for agricultural output.

312—Labor Problems. (3).

A survey of the field of labor economics.

Topics for study: Industrial warfare and conciliation; organization and policies of labor unions; profit sharing and industrial co-operation; immigration; factory legislation; the sweatshop; child labor; female labor; employers' liability and workman's compensation; industrial insurance; old age pensions; the minimum wage; unemployment; industrials and trade education.

313—Population. (3).

A survey of the population pattern of the world with special emphasis on the United States.

Topics for study: the growth and distribution of population; relation of numbers to resources; productive capacity; standard of living; prosperity and international prestige; the dynamic aspects of population in relation to material and moral progress; critical considerations of population theories and policies.

Geography

121—Introductory Geography: Human Adjustments to Environmental Factors. (3).

The three courses, 121, 122, and 123, constitute a one-year sequence for students majoring in the subject as well as those specializing in other fields. Their scope embraces a descriptive and analytical survey of man's occupancy and use of the earth, particularly his leading activities and basic interrelations as they concern the various phenomena of the natural environment. Lectures will be supplemented by field trips, laboratory assignments, and lantern slides.

Topics for study in first course: Population pattern of the world, the changing environment due to natural and human agencies, and man's relation to climate, soils, and the hydrographic factors.

122—Introductory Geography: Industrial and Commercial Activities. (3).

A study of man's relations to land forms, minerals, the biotic factors, and space relationships; and of his major economic activities including hunting and fishing, grazing, agriculture, and forests.

123—Introductory Geography: Industrial and Commercial Activities. (3).

A study of the leading saccultural and manufactural areas of the world, and their associated trade regions, trade routes, and trade centers.

220—Geographic Tools. (3).

A course designed to acquaint students with skills and techniques essential for using and understanding geographic source materials.

Topics for study: The globe and its purpose; flat map reading and interpretation; aerial photographs; construction of graphs, charts, and tables; making dot, isopleth, and flow maps; evaluation and selection of symbolic materials for specific purpose.

221—The Western Hemisphere. (3).

A brief survey of the people and their activities in their environmental setting in selected regions.

North America: Coastal plains, Appalachian highlands, Interior plains, Southern interior highlands, Rocky Mountains, Intermontane highlands, Pacific lowlands, Alaska, British North America, and Spanish North America.

South America: Andean highlands, Interior lowlands and associated uplands, Eastern highlands and associated plains.

222—The Eastern Hemisphere. (3).

This course is a continuation of Geography 221.

Eurasia: The Central European barrier and gateways, Mediterranean lands, Indian Ocean borderlands, Pacific Ocean borderlands, Northwest highlands, West central highlands and lowlands, Interior and Northern plains. **Africa:** The Northern highlands and basins, Eastern highlands, Southern highlands and basins. **Australasia.** Australian continent, Pacific Islands, and Antarctica.

314—Historical Geography of the United States. (3).

A study dealing with the geography of the United States during certain selected phases of its development by the white man.

Topics for study: The colonization period; the Atlantic Seaboard at the opening of the nineteenth century; the Ohio River and lower Great Lakes Regions to 1830; The New Northwest, 1820-1870; the Great Plains and bordering regions, to 1879; from the Rocky Mountains to the Pacific Coast to 1870.

315—Conservation of Natural Resources. (3).

Current problems dealing with the conservation of soils, minerals, forests, waters, wild life, and the natural beauty of the earth.

316—The South. (3).

A study of the geographic-economic aspects of the South with special emphasis on the relation of the various cultural phenomena to the complex of the natural environment.

Topics for study: The population pattern, transportation facilities, agriculture, basic raw materials, power resources, manufacturing, and urbanization in the South.

321—South America. (3).

A study of the economic regions of the continent with special emphasis on Argentina, Brazil, and Chile. Trade relations are stressed.

Topics for study: Historical background and discovery, natural geographic regions, climatic conditions, development of the people; economic products by political divisions.

322—Eastern Anglo-America. (3).

An analytical study of the leading activities in each of the major geographic regions of the Eastern United States and Canada from the point of view of the complex of the natural environment. Inter-relations among regions are stressed.

323—Western Anglo-America. (3).

An analytical study of the leading activities of Alaska and Western United States and Canada from the point of view of the complex of the natural environment. Inter-relations among regions are stressed.

413—Physiography. (3).

A course of practical value to students of geography and other related sciences consisting of a study of the land forms, their changes, and their relations to man.

Topics for study: Physiographic regions of the United States; relief features of the earth; changes of the earth's surface due to internal and external forces; life in mountains and plains; coast lines and harbors; materials of the earth and their influences on the distribution of population. At least one field trip with a written report will be required.

414—Climate and Man. (3).

A course dealing with climatic factors and the relation of man to earth.

Topics for study: Nature and composition of the atmosphere; temperature and temperature belts; high and low pressure belts; world winds and their causes; amount, distribution, and causes of rainfall; weather forecasting; life in the different climatic zones and the density of population in each; effects of same on vegetation; waves, currents, and tides.

415—Field Work and Cartography. (3).

A course dealing with the observation, recognition, representation and analysis of geographic phenomena both cultural and natural.

416—Tennessee. (3 or 4).

A classification of Tennessee into human-use regions by statistical method, and a descriptive and explanatory survey of land utilization in each region. The use of graphs, charts, lantern slides, isopleth maps, and other visual aids is extensively employed. A minimum of four days field work is required for 4 hours credit.

421—Western Europe. (3).

A course dealing with the relationships between the people of a particular region and their natural environment, the interrelations among unit areas, and the geographic aspects of European participation in world affairs.

Topics for study: A brief survey of the continent. England: north-eastern metallurgical area, northwest industrial area, Sheffield and Birmingham areas, the woolen and cotton districts, agricultural England, greater London. The central valley of Scotland, southern Wales, and Ireland. France: Paris and the Paris Basin, the Vosges, Alsace-Lorraine, the Rhone-Saone valley, the Mediterranean region, the basin of Aquitaine, the central plateau, and the Armorican peninsula. Belgium, Holland, and Iberian peninsula.

422—Central Europe. (3).

This course is a continuation of Geography 421.

Topics for study: Denmark, Scandinavia, and Finland. Germany: North German plain, central highlands, middle Rhine plain, Main and Neckar area, Black Forest and Bavaria. Poland, Rumania, Carpathian lands, middle Danube plain, the Alpine region. The Balkan and Italian peninsulas.

423—Soviet Lands. (3).

A course dealing with the activities of the people in relation to the country's natural resources and environmental factors. Special attention is given to the evaluation of the country's recent development and growth as a World Power.

424—Asia South of U.S.S.R.

A rather detailed study of the geographic regions in the Near East, India, China, and Japan and a brief survey of the other regions of the continent.

Emphasis is placed on the cultural and natural features which in association characterize each region, comparison of regions and the utilization of land and resources of each, and personal achievements in regional techniques.

GRADUATE COURSES

The courses preceded by "G" have been described above.

G413—Physiography. (3).

G414—Climate and Man. (3).

G416—Tennessee. (3).

G421—Western Europe. (3).

G423—Soviet Lands. (3).

500—Philosophy and Literature of Geography. (3).

The purpose of this course is to acquaint the student with the various types and sources of geographic literature, its nature and content, and the growth and philosophy of geography. Oral and written reports of findings will be made.

***501—Geography as an Earth Science. (3).**

A course for teachers in elementary grades designed to provide a wide back-ground in the fundamental phenomena of the earth sciences. It deals with the earth and its relation to the planetary system. Such phases of the natural environment as climate, land forms, soils, minerals, plants and animal and water bodies will be surveyed. At least one field trip with a written report will be required.

***502—Economic Geography. (3).**

A course planned for teachers in the elementary school with emphasis on the resource patterns of the continents. A detailed study will be made of the continent selected by the student. Considerable individual work will be required and a written report on the findings will be made. One or more field trips with written reports will be required.

***503—Regional Geography. (3).**

A course designed for teachers in the elementary school with emphasis placed on the study of geographic regions. The individual regions selected for special study will be those which correlate with the teachers need as set out in the State Course of Study. Appropriate visual aids and the use of geographic tools will be stressed.

521—Contemporary United States. (3).

Present-day problems in the major regions of the United States will be investigated in order to understand specific developments within those regions. The goal of this course is to explore the complexity of regional relationships. A written report of findings required.

522—Conservation Principles in Geography. (3).

Individual investigation of one or more problems dealing with the conservation of our natural resources on a local, state, or national

scope. Teaching units for various levels, including both field and library research supplemented by appropriate visual aids, or problems of a similar nature required.

524—Urban Geography. (3).

A study of the patterns, functions, and forms of urban centers and their associated problems as a home for man. Selected urban centers of the world will be studied as types. Field trips to nearby urban centers with written reports of findings will be required.

527—Political Geography. (3).

This is a course designed to acquaint us with the political pattern of major powers, nations, and dependencies; their territorial structure, resources, and connections. Individual investigations of specific political patterns, to be analyzed in connection with their geographical setting.

539—Problems in Geography. (3).

This course provides the basis for individual research, students will select problems in the particular field of their interest and need. They will be expected to investigate the various sources of literature related to the subject, and to select, evaluate, and synthesize the findings into written reports.

*Offered primarily for teachers majoring in Elementary Education. Courses numbered 500, 522, and 539 are also recommended for teachers majoring in Elementary Education.

History

111—European Civilization to 1300. (3).

This is the first of three courses designed to provide a background of material for other fields as well as history, on the development of the political, economic, intellectual, and artistic aspects of European culture. It begins with the contributions of the Greek city states and of the Roman empire. Continuing with the disintegration of that state and society, the course then deals with the rebuilding of a high civilization in western Europe which culminated in the achievements of the twelfth and thirteenth centuries.

112—European Civilization, 1300-1789. (3).

Special emphasis is placed on the Renaissance and the Reformation, the development of the leading states of modern Europe and the competition for over-seas empires. The course continues with a discussion of the economic and intellectual ferment of the eighteenth century.

113—European Civilization Since 1789. (3).

Beginning with the overthrow of the Old Regime in Europe as the result of the French Revolution and the work of Napoleon, the course continues with the progress of nationalism and liberalism throughout the nineteenth century. The new industrialism and imperialism, international rivalry, World War I, the peace settlement and the conflicting ideologies behind World War II are surveyed.

221—United States to 1837. (3).

The first of a series of three courses presenting a survey of United States history from the discovery of America to the present. The course includes a study of European back-grounds, colonial America, the development of the constitution, and national growth and problems to the end of Jackson's administration.

222—United States from 1837 to 1896. (3).

A continuation of History 221. The course includes the controversy over slavery, division and reunion, and the triumph of industrial over agrarian America.

223—United States since 1896. (3).

A continuation of History 222. Special emphasis is given to the Progressive Movement, the United States in two world wars with the problems of readjustment, the New Deal, and the emergence of America as a world power.

301—History of England to 1603. (3).

This course begins with the physical features of the British Isles and the fusion of Roman, Anglo-Saxon, and Norman contributions to medieval English civilization. Particular attention is given to constitutional development and the significant achievements of the Tudor period.

302—History of England, 1603-1783. (3).

Discussion of the constitutional experiments of the seventeenth century is followed by a study of the rise of political parties and of the cabinet system in conjunction with the unrepresentative parliament of the eighteenth century. Attention is also given to the founding of the first British empire, the dominant position of Great Britain in international affairs in the eighteenth century, and the fall of the first empire as a result of the American rebellion.

303—History of England Since 1783. (3).

The striking achievements of the Victorian era in economic, social, and political reform are stressed as well as Great Britain's role in the international relations of the European states. The course deals also with the principles and practices involved in the creation of the second British empire and in the development of the British Commonwealth of Nations. Attention is given to the progress of the Labor party program after World War I.

311—History of Greece. (3).

A study of the rise of the Greek city state, the conquests of Alexander and the Hellenistic period is presented, with special emphasis on the contributions of the Greeks to world thought, art, and literature.

312—Rome and the West. (3).

The Roman conquest of Italy and organization of the Republic are studied as a prelude to the successful imperialism of the first century A. D. The history of the disintegration of the empire is accompanied by emphasis upon the permanent contributions made by Rome to Western culture.

313—Medieval Civilization. (3).

A record of the successful rebuilding of a civilization after the disintegration of the Roman empire. The twelfth and thirteenth centuries are studied in cross-section through the economic life of manor and town, the political conflict between the international church-state and the developing monarchies, the intellectual achievement of the universities, literature, and the fine arts.

321—The Colonial Period, 1492-1775. (3).

An intensive study of the European background of American History, followed by a detailed study of the settlement and development

of each English colony. Special attention is given economic and social life, population and labor, agriculture and land tenure, commerce and industry, imperial supervision, the colonial churches, and the manners and customs of the people.

322—The Constitutional Period, 1775-1816. (3).

An intensive study of the forces, ideals, and persons involved in the drafting, ratifying, and establishing of the Constitution. The nature of the Union and the early crises through which the Union passed until the triumph of the broad interpretationists following the close of the War of 1812 are studied in detail.

323—Nationalism to Secession, 1816-1860. (3).

A detailed study of the rise of nationalism, the bank issue, the tariff, public land policies, internal improvements, the rise of the common man, political parties, and the slavery question with its resultant secession.

331—American Foreign Policy to 1861. (3).

This and the two following courses are designed to present the foreign policy of the United States from the beginning of our national government to the present time.

Emphasis in this course is placed upon treaties, and upon foreign relations as they affected expansion on the continent and the development of the United States into a world power.

332—American Foreign Policy 1861 to 1921. (3).

Emphasis is placed on the study of the Civil War diplomacy, and the Civil War in relation to the North and the South. Other events upon which attention is focused include the Alabama Claims, arbitration, imperialism, Pan-Americanism, foreign affairs relating to World War I, the League of Nations, and isolationism.

333—Foreign Policy Since 1921. (3).

In this course stress is placed upon the foreign policy of the United States following World War I, and such major events as Naval Limitations Agreement, the Dawes Plan, the Far Eastern Policy, relationships with Japan before Pearl Harbor, The United Nations, the Atlantic Pact, and the United States foreign policy vs. the Russian foreign policy.

401—The Far East to 1890. (3).

This course begins with an introduction to the basic geographic, racial, political, economic, and cultural institutions of China and Japan. Attention is then given both to the associations of the East and the West, and to the internal developments of China and Japan. The course closes with the period of intense economic and political penetration of the East by the western powers at the close of the nineteenth century.

402—The Far East since 1890. (3).

A continuation of History 401. Special emphasis is laid upon such topics as the partition of China into spheres of influence, the Korean question, the emergence of Japan as a world power, revolutionary China, the First World War, and its aftermath leading to the Second World War.

403—Russian History. (3).

This course traces the developments in Russian history from the early times to the present. A survey of early Russian history will be presented, while a more intensive study of modern and contemporary Russia will be offered. Such topics as Russian autocracy, imperialism, expansion, and economic developments will be presented. Especial emphasis will be laid upon Russia as a nation looking both to the Orient and the Occident.

411—French Revolution and Napoleon. (3).

The intellectual leadership of France and the political and economic failure of the French monarchy in the eighteenth century are discussed as the background of the French Revolution. The course also deals with the Napoleonic era as it consolidated some of the achievements of the Revolution in France and undermined the Old Regime in Europe.

412—Europe from 1815 to the Twentieth Century. (3)

The study of the reorganization of European affairs in 1815 is followed by that of the attempts to upset that settlement. Special attention is given to the type of nationalism and liberalism involved in the creation of modern Italy and of the German empire. Characteristic developments in Great Britain, France, Austria, and Russia, and the disintegration of the Ottoman empire are also studied. The impact of the Industrial Revolution and the resulting social and economic readjustments are considered.

413—Europe from Background of World War I to Present. (3).

A discussion of the theory and practice of modern imperialism, the alliance system, and other aspects of the background of World War I is followed by a study of the peace conference, the League of Nations, and the search for security. The problems of post-war France and Great Britain are compared with those leading to the establishment of dictatorships in Russia, Italy, and Germany. The course concludes with a discussion of the issues leading to World War II, the progress of the war, and the current attempts to achieve a lasting peace.

421—Civil War and Reconstruction, 1860-1896. (3).

An intensive study of the generation following the War Between the States, which begins with the Civil War and continues through the "Age of Hate." Topics discussed include: the fruits of victory, the tariff issue, civil service reform, railroad expansion, agriculture development, and industrialism.

422—Domestic Reforms and World War I, 1896-1918. (3).

This course begins with McKinley—his policies of reserve at home, but of action abroad, and continues with Roosevelt's energetic domestic reforms and foreign aggression, Taft and legalism, the Wilsonian economic reformation, the "War to end Wars," and concludes with the restoration of peace.

423—Recent American History Since 1918. (3).

This course begins with the Paris Peace Conference and the League of Nations, continues with America's return to Normalcy, the golden twenties, the depression, the New Deal, and ends with the waging of a two-ocean war.

431—Tennessee. (3).

The early development of the Old Southwest is briefly surveyed. The political, economic, and social development of Tennessee from 1769 to 1861 is emphasized. A detailed study is made of the land question, Indian affairs, internal improvements, early educational developments, the Constitutional Convention of 1834, the slavery controversy, and secession.

432—The Old South. (3) .

This course begins with a study of the colonial South and traces its history to secession. It involves a detailed study of the economic and social patterns of the South in their relation to Southern ideology. Special attention is devoted to the Southern political leader and the relation of slavery to his thought and political ideas.

433—The West. (3).

A detailed study of the significance of the West in American History. It embraces the influence of the West on internal improvements, the Public land laws, the Louisiana Purchase, the rise of nationalism, the War with Mexico, and the relation of the West to the slavery question and to the division of the Union in 1860-61.

GRADUATE COURSES

The courses preceded by "G" are described above.

G402—The Far East since 1890. (3).**G403—Russian History. (3).****G412—Europe from 1815 to the Twentieth Century. (3).****G413—Europe from Background of World War I to Present (3).****G421—Civil War and Reconstruction, 1860-1896. (3).****G423—Recent American History Since 1918. (3).****G431—Tennessee. (3).****500—Historical Method and Historiography. (3).**

The first part of this course includes a study of various kinds of historical source materials, bibliographical aids, and methods of historical synthesis. The second part of the course consists of a study of representative historians, and a brief consideration of trends in interpretation, philosophy, style, and technique. Required for all students minoring in history.

506—The Age of Discovery and Exploration. (3).

This course will include a study of the following topics: the appearance of medieval travelers; the growing interest in the Earth and the conflict of ideas concerning the Earth; shifting scenes in European commerce; efforts of the Portuguese to find the all-water route to India; Spanish voyages of exploration; the establishment of overseas empires by Portugal and Spain; the emergence of northern Europe in the contest for overseas empires and the rivalry which ensued among them; the colonial world of 1783.

507—The New European Expansion and Imperialism since 1800. (3).

This course will include a study of the following topics: the opening imperialism of the Napoleonic era; the impact of the industrial revolution upon Europe; the establishment of modern colonial empires after 1870 and its effect upon world history since 1870; the white man's burden and the behavior of the modern imperialistic powers in Africa, Asia, and the Pacific; the effect of the World Wars upon colonial holdings, and attempts to solve the colonial question by mandates and trusteeships.

511—The Age of the Reformation and the Evolution of Modern States. (3).

This course will include a study of the following topics: the declining power of the church; the main outlines of the Renaissance as a departure from the Medieval period into the modern era; the intense religious upheaval of the Reformation; the wars of religion and the development of modern states; the growth and character of absolutism and the rise and spread of liberalism.

512—Social and Economic History of Europe since 1700. (3).

This course will include a study of the following topics: the opening phases of the Industrial Revolution as portrayed in science and invention; the application of experimentation to technology and agriculture; the impact of the factory system upon European life; the conflict between laboring groups and capital; the effect of industrialism upon political philosophy; the rise of socio-industrial ideologies along the international front; the effects of the revolutionary industrialism upon international relations; the expansion of the European economy throughout the world.

516—Studies in European Diplomacy, 1870-1914. (3).

This course will include a study of the following topics: the rise of the Bismarckian empire and the decline of France after the Franco-Prussian War; the emergence of the armed alliance systems; the entrance of the United States and Japan as great powers in world affairs; the effect of imperialism upon Europe; the crises which tested the alliances and the efforts of the nations to postpone armed conflict; the collapse of attempts to preserve peace and the outbreak of World War I.

517—Recent and Contemporary World Issues. (3).

This course will include a study of the following topics: the progress of World War I and the peace settlement of 1919; the League of Nations and efforts to achieve collective security; the rise of the succession states of Central Europe; the rise of the New Turkey and the outcome of the Straits Question; the origins of totalitarianism and its conflict with liberalism; the great depression of 1929 and the collapse of collective security; international crises of the 1930's and the outbreak of World War II; issues of the post-World War II period and the attempts to achieve peace in our times.

521—The American Revolution. (3).

An intensive study of the period from 1763 to 1783 designed to acquaint the student with the historical forces which produced the revolt against Great Britain and eventual victory in the war. Emphasis is placed on social, economic, and political changes during the revolutionary period.

522—Jeffersonian and Jacksonian Democracy. (3).

A study of the conflict between Hamiltonian and Jeffersonian philosophy in the period from 1789 to 1809 followed by a study of Jackson's administration and Jackson's influence on subsequent events in American history. Attention is also directed to the Jeffersonian tradition in later American politics.

526—The New West, 1803-1949. (3).

A study of the exploration, settlement, and institutional development of the trans-Mississippi West, designed to explain the rise of a unique civilization in this part of America.

527—The New South. (3).

A study of the South from the Civil War to the present. The problems of Reconstruction, Bourbon rule, the agrarian revolt, the educational renaissance, and industrial developments are among the major topics. Special attention is given to the significance of the South in the life of the nation.

528—The Progressive Movement in American History. (3).

A course which deals primarily with the period 1890-1940, and traces the rise of progressivism in recent American history. Social, political, economic, and intellectual factors are discussed.

531—Intellectual History of the United States, 1607-1783. (3).

A study of American thought from the founding of the first permanent English colony to the treaty of peace ending the Revolutionary War. Special emphasis is placed on the arguments put forth as to the status of the colonies in the British Empire.

532—Intellectual History of the United States, 1783-1860. (3).

A study of American thought from the end of the American Revolution to the eve of the Civil War. Special emphasis is placed on constitutional problems, slavery, and the nature of the federal union.

539—Problems in History. (3).

This course will provide an introduction to professional research methods and techniques. Students will be assigned topics in the field for purposes of practice in research and writing of serious papers following an introductory period of lectures treating research methods and practices. This work is intended to permit the student to develop individually along lines of scholarship and to provide a final level of achievement for him in meeting the requirements of the minor, and will assist him to prepare himself for further activities in research and professional growth.

Political Science

221—National Government. (3).

A survey of the United States government under the Articles of Confederation followed by a rather intensive study of the government under the Constitution. The organization and functions of the departments of the government are stressed. Some attention is also given to such topics as citizenship, suffrage, and elections.

222—State and Local Government. (3).

A study of state, county, and city government in the United States, with special reference to Tennessee. State constitutions and governmental structure are given detailed examination. Modern trends in

both state and local government are stressed. Special emphasis is placed upon problems of Tennessee government.

223—Political Parties. (3).

After a rapid survey of the development and contributions of American political parties, an intensive study is made of such topics as party organization, nomination methods, campaign methods, ballots and voting, and party machines and political bosses. Prerequisites: History 221, 222, 223.

Sociology

211—Principles of Sociology. (3).

A study of the functional aspects of society.

Topics for study: The method of science applied to social phenomena, man as a social being, nature of social relations, processes of social change, group control of members, nature of social institutions, the person and his problems.

212—Rural Sociology. (3).

A study of rural life in the United States.

Topics for study: The rural population, rural social organization, social processes in rural society, rural social experience and personality formation, rural social institutions, emerging problems in a rural-urban setting.

213—The Family. (3).

A study of the family in modern American society.

Topics for study: The natural history of the family, marriage and the development of personality, family organization and disorganization, social change and the family, future of the family as a social institution.

311—Social Control. (3).

A study of social control with respect to its sociological aspects.

Topics for study: The fields and methods of social control, forms of social control, evolution of the various types, contemporary problems of social control.

312—Social Attitudes. (3).

A study of attitudes as products of social interaction.

Topics for study: Genesis and organization of attitudes, typical attitudes, social attitudinal traits, applications of the wish-quadruplet theory, complexes of attitudes.

313—Criminology. (3).

A study of crime and the criminal.

Topics for study: Causes and manifestations of crime, case studies of criminals in their social milieu, theories of crime and punishment, analysis and evaluation of penal methods, agencies of rehabilitation and adjustment.

DEAN'S LIST

Spring Quarter, 1948-49

Allen, Roberline	McCarthy, Edward D.
Bradley, Nolen Eugene	Margolin, Shirley Marie
Carpenter, Betty Ann	Mason, William N.
Collinsworth, Joyce	Metsker, Richard R.
Conn, Ruth Carol	Mitchell, Joyce Carmack
Cook, John O.	Moffett, Kenneth Daniel
Coscia, Virginia	Moyes, Bobbie Ann Campbell
Creasy, Mary Frances	Nunnally, Lester Carol
Curtis, John J., Jr.	Old, Margaret Ellen
Davis, Betty Raye	Parker, Glenn
Davis, Mary Louise	Pearson, Anna Marie
Denton, Patricia	Peyton, Varna
Diehl, Virginia	Pilcher, Robert C.
Drennon, Charles C., Jr.	Price, Robert S.
Ellison, Mrs. Lawrence B.	Priestley, Virginia Ruth
Fite, Charles Reeves	Richards, Josephine
Gooch, Fairy S.	Riley, Joseph R.
Griffin, Jo Ann	Rosenberg, Jo Ann
Hryzentowicz, Maria Fedorowski	Rumble, John Catlett
Hunter, Billy Neal	Stanley, Robert Sterling
Katz, Israel C.	Wallace, Gordon Thomas
Katz, Ruth	Wilkinson, Mary Nell
Killett, Thelbert Jr.	Wood, Beuton
Kiser, Lola Frances	Wymer, Raymond G.
Kivel, Morton	Zlotky, Marilyn Lee
Kontsopoulos, Constantine J.	

Fall Quarter, 1949-50

Akridge, Arthur	Katz, Ruth
Bailey, Edward O., Jr.	Kiser, Lola Frances
Bickers, William A.	Kontsopoulos, Constantine
Bollinger, Eugene	Little, Robert B.
Boschert, Sue Marie	May, Aliene
Bradley, Nolen E.	Metsker, Richard R.
Burgen, William Earl	Mitchell, Joyce C.
Bushart, Lois Welch	Mitchell, Kermit
Callicutt, James W.	Moore, Ben J.
Cook, John	Moss, William R.
Corbet, John H.	O'Callaghan, Claire Marie
Coscia, Virginia	Paseur, Charles Herbert
Coughlan, Virginia Mae	Phillips, Milton W.
Dabbs, Myrtle Jean	Powell, Virginia Lee
Davis, Betty Raye	Priestley, Virginia Ruth
Doyle, Richard S.	Rumble, John C.
Dunavant, James D.	Simmons, Dorothy Ann
Ellison, Ruth	Smith, Wayne Jr.
Faquin, Loraine	Sorenson, Patricia Grace
Fernandez, Graciela	Stevens, Louise
Fisher, Dorothy	Venezia, Antonio Joseph
Fite, Charles Roach, Jr.	Vincent, John R.
Gardner, Patricia	Waggoner, Winifred
Hill, Walter	Weiss, Selma
Johnson, Betty Jean	Wilson, William Joseph
Johnson, Bettye Jean	Witte, Ernest L.
Katrovitz, Saul	

Winter Quarter, 1949-50

Bushart, Lois Welsh
Clark, Clinton W.
Collinsworth, Joyce
Colsky, Sol
Conn, Ruth
Cook, John O.
Corbet, John H.
Coscia, Virginia
Coughlan, Virginia
Crass, Jeff
Creasy, Mary Frances
Davis, Betty Raye
Davis, Henry M.
Denton, Patricia Marie
Doyle, Richard S.
Dunlap, Doris
Ellison, Mrs. Lawrence B.
Ethridge, Leon A.
Fernandez, Graciela
Fite, Charles Roach, Jr.
Hall, Harry Edward Jr.
Hodges, Patricia Jane
Katz, Ruth
Kiser, Lola Frances
Kontsopoulos, Constantine
Law, Anne

Matthews, Robert Ramsey
Miller, William A.
Mitchell, Joyce Carmack
Mitchell, Kermit
Moore, Ben J.
Moyes, Bobbie Ann
Oldham, George Heuey
Patton, Terrence
Pearson, Anna Marie
Pope, Walter Curtis
Porter, Robert S.
Priestley, Virginia R.
Rumble, John C.
Scott, James L.
Sorenson, Patricia
Stevens, Louise
Tanner, Raymond Lewis
Thorn, Roma Lee
Venezia, Antonio Joseph
Vincent, John R.
Weil, Eli
Welch, Mary M.
Wiser, Nell
Witte, Ernest L.
Wymer, Raymond G.

HONOR ROLL Spring Quarter, 1948-49

Honor Points

Priestley, Virginia Ruth.....	185	Powell, Dorothy Jean	130
Davis, Betty Raye	180	Wood, Beauton	130
Kontsopoulos, Constantine	175	Zlotky, Marilyn Lee	130
Collinsworth, Joyce	170	Akridge, Arthur	125
Coscia, Virginia	165	Boschert, Myrtis Marie	125
Rosenberg, Jo Ann	165	Coughlan, Virginia	125
Kiser, Lola Frances	160	Drane, Gerald V.	125
Rumble, John Catlett	160	Floyd, Jo Ann	125
Bradley, Nolen Eugene	155	Grooms, Ray M.	125
Metsker, Richard R.	155	Hollinger, Julian Martin.....	125
Peyton, Varna	155	Holstein, Evelyn Wilma.....	125
Riley, Joseph R.	155	Lawson, Mabel	125
Smith, Deanne Francis E.....	155	Moffett, Kenneth Daniel.....	125
Wymer, Raymond G.	155	Reece, Oscar E.	125
Allen, Roberline	150	Settles, Andrew	125
Carpenter, Betty Ann	150	Stevens, Louise Ashby	125
Carson, Lillye Ruth	150	Ader, Louis M., Jr.	120
Davis, Mary Louise	150	Benjamin, Marian C.	120
Drennon, Charles C., Jr.....	150	Boyanton, Eugene D.	120
Fite, Charles Reeves	150	Cain, Robert L., Jr.	120
Griffin, Jo Anne	150	Curtis, John J., Jr.	120
Katz, Ruth	150	Dabbs, Myrtle Jean	120
Mason, William N.	150	Earle, Jack Landis	120
Moyes, Bobbie Campbell.....	150	Ellison, Mrs. Lawrence B.....	120
Nunnally, Lester Carol.....	150	Evans, Kathryn Judith	120
Milstead, Dorothy Joyce.....	145	Hart, Judson J.	120
Mitchell, Joyce Carmack.....	145	Jones, Dorothy Marie	120
Stanley, Robert Sterling.....	145	Killett, Thelbert Jr.	120
Creasy, Mary Frances	140	Kivel, Morton	120
Denton, Patricia	140	McCarthy, Edward D.	120
Gooch, Fairy S.	140	McMillin, J. D., Jr.....	120
James, Robert F.	140	Null, James A.	120
Katz, Israel C.	140	Osborne, J. A., Jr.,.....	120
Price, Robert S.	140	Phebus, Norman Willis	120
Weil, Eli	140	Porter, Robert Scott.....	120
Bass, Grover R.	135	Ransom, Suzanne	120
Braly, Edwin H.	135	Richards, Josephine	120
Cook, John O.	135	Ringold, J. Sam	120
Diehl, Virginia	135	Smith, Brooks	120
Hryzentowicz, Federowski.....	135	Thorn, Roma Lee, Jr.	120
Little, Robert B.	135	Titche, Claude A., Jr.....	120
Neuman, Arthur E.	135	Vincent, John R.	120
Parker, Glenn	135	Weatherly, Raymond H.	120
Pearson, Anna Marie	135	Yancey, Dunnagan, Jr.....	120
Steckel, William John	135	Yarbrough, Thomas C.	120
Wallace, Gordon Thomas.....	135	Acree, Elizabeth Ann	115
Wilkinson, Mary Nell.....	135	Dallam, Mary Louise	115
Conn, Ruth Carol	130	Draper, James Wallace	115
Fields, Willard B.	130	Greer, Carolyn	115
Fisher, Dorothy J.	130	Hardaway, Mark Wilson.....	115
Hunter, Billy Neal	130	Hight, John C.	115
Margolin, Shirley Marie.....	130	Hudgins, James M.	115
Moss, William R.	130	Johnson, Betty Jean	115
Old, Margaret Ellen	130	Kline, Albert F., III	115
		Lunceford, Emmett Marvin	115

Honor Points

Riddick, Eugene	115
Scott, James Louis	115
Wheat, Gough	115
Anderson, Forrest P.	110
Beaver, Peter D.	110
Boatner, Ann Watkins	110
Burrow, Peggy	110
Carman, Mary Sue	110
Ellis, Barbara Jeanne	110
Felts, Jane Claire	110

Honor Points

Gragg, Margaret Evelyn....	110
Hare, Mary Frances.....	110
Jacobs, Edgar F., Jr.....	110
Johnson, James Nolen	110
Provo, Mrs. M. M.	110
Ray, Edwin	110
Rothchild, Louise	110
Smith, Betty Jane	100
Witte, Ernest L.....	110

HONOR ROLL**Fall Quarter, 1949-50****Honor Points**

Bushart, Lois Welsh	175
Faquin, Loraine	165
Fite, Charles Roach, Jr.....	165
Kontopoulos, Constantine..	165
Stevens, Louise	165
Boschert, Sue	160
Corbet, John H.	160
Priestley, Virginia Ruth	160
Rumble, John C.	160
Wymer, Raymond G.	160
Fisher, Dorothy	155
Johnson, Bettye Jean	155
McGarrity, John C.	155
Mitchell, Joyce C.	155
O'Callaghan, Claire Marie..	155
Welch, Mary M.	155
Bickers, William A.	150
Bradley, Nolen E.	150
Burgen, William Earl	150
Davis, Betty Raye	150
Dunavant, James D.	150
Hill, Walter	150
Moore, Ben J.	150
Sorenson, Patricia Grace	150
Kiser, Lola Frances	145
Smith, Wayne Jr.	145
Corbitt, Joe Ann	140
Coscia, Virginia	140
Dabbs, Myrtle Jean	140
Fite, Charles Reeves	140
Johnson, Betty Jean	140
May, Aliene	140
Mitchell, Kermit	140
Simmons, Dorothy Ann	140
Waggoner, Winifred	140
Akridge, Arthur	135
Bartholomew, Mary	135
Blanchard, Martha	135
Boyanton, Eugene D.	135
Brant, B. Jamieson	135
Cook, John Oliver	135
Gibson, Rachel	135

Honor Points

Martin, Roy S.	135
Mason, William N.	135
Metsker, Richard R.	135
Moore, Samuel R.	135
Moss, William R.	135
Paseur, C. Herbert	135
Vincent, John R.	135
Burks, James F.	130
Conn, Ruth	130
Coughlan, Virginia Mae	130
Fernandez, Graciela	130
Goldstein, M. Jay	130
Foote, William	130
Morgan, Peggy	130
Pearson, Anna	130
Powell, Virginia Lee	130
Pryor, Boyce B.	130
Ragsdale, Julian L.	130
Stathis, John Chris	130
Venezia, Antonio Joseph.....	130
Wilson, William Joseph.....	130
Clark, Clinton W.	125
Doyle, Richard S.	125
King, Robert E.	125
Law, Anne	125
Moyes, Bobbie Ann	125
Singleton, Anne Bridges....	125
Thorn, Doss Eugene	125
Acklen, Thomas Robert	120
Bailey, Edward O., Jr.	120
Callicutt, James W.	120
Cummings, James	120
Curry, James H.	120
Donoho, John A.	120
Dowdy, Dorothy Jean	120
Draper, Bernard C.	120
Drennon, Charles Cleveland	120
Earle, Jack L.	120
Ellison, Ruth	120
Erwin, Ivey Elizabeth	120
Gardner, Patricia	120
George, Evelyn LeVoe	120

Hardgrave, J. B.	120	Nunnally, Lester	115
Irwin, Nada S.	120	O'Briant, Mary Frances....	115
Katrovitz, Saul	120	Vesey, Laurens	115
Katz, Ruth	120	Bigelow, Alice Letitia	110
Little, Robert B.	120	Brown, Diana	110
McCarthy, Edward D.	120	Burkhalter, Enid	110
McCleskey, Heartwell	120	Bursk, Maurice H.	110
McFadden, Ann	120	Crump, Edward Jr.	110
McMillin, J. D., Jr.	120	Dallam, Mary Louise	110
Oldham, George H.	120	Daniels, Dorris Juanita	110
Phillips, Milton W.	120	Dickson, Peggy	110
Riddick, Eugene	120	Diehl, Virginia	110
Scott, Gene Whitfield	120	Dunlap, Doris Ann	110
Scott, James L.	120	Goldschmid, James D.	110
Smith, Alfred Emmanuel ..	120	Lessel, Marcelle	110
Sousoulas, Jim G.	120	Mott, Katrina	110
Thornton, James L.	120	Old, Margaret E.	110
Verner, Walter E.	120	Simpson, Harold N.	110
Weiss, Selma	120	Sparks, Marshall S.	110
Witte, Ernest L.	120	Strassner, J. E.	110
Wright, George	120	Tipton, Sarah	110
Bigbee, Rosalynn	115	Wadlow, Jean	110
Clement, Joanne	115	Waller, Maurice	110
Miller, Todd M.	115	Zlotky, Marilyn	110
Milstead, Joyce	115		

HONOR ROLL

Winter Quarter, 1949-50

Honor Points		Honor Points	
Priestley, Virginia R.	185	Witte, Ernes L.	165
Kiser, Lola Frances	180	Wymer, Raymond G.	165
Thorn, Roma Lee	180	Bland, George A.	160
Coscia, Virginia	170	Collinsworth, Joyce	160
Colsky, Sol	165	Hodges, Patricia Jane	160
Cook, John O.	165	Patton, Terrence	160
Davis, Betty Raye	165	Bushart, Lois Welsh	155
Ellison, Mrs. Lawrence B...	165	Conn, Ruth Carol	155
Konsopoulos, Constantine ..	165	Scott, James L.	155
Mitchell, Joyce Carmack ..	165	Coughlan, Virginia	150
Moyes, Bobbie Ann	165	Crass, Jeff J.	150
Pope, Walter Curtis	165	Denton, Patricia Marie	150
Sorenson, Patricia	165	Fernandez, Gracelia	150
Stevens, Louise	165	Fite, Charles Roach Jr.....	150
Welch, Mary M.	165	Katz, Ruth	150

Honor Points

Mitchell, Kermit	150
Simmons, Dorothy Ann	150
Vincent, John R.	150
Weil, Eli	150
Wiser, Nell	150
Doyle, Richard S.	145
Matthews, Robert Ramsey..	145
Pearson, Anna Marie	145
Jost, Patricia	140
Law, Anne	140
Lawson, Mabel	140
Bickers, William A.	135
Blanchard, Martha	135
Bradley, Nolen E.	135
Conyers, Norvelle Rice	135
Fite, Charles Reeves	135
French, Shirley	135
Johnson, Betty Jane	135
Moore, Sam	135
Moss, Mae Elizabeth	135
Perkins, Christine	135
Rook, Annie	135
Taylor, Wilburn H.	135
Thornton, James I.	135
Ashlock, Julia	130
Clark, Clinton W.	130
Dowdy, Dorothy Jean	130
Dunlap, Doris	130
Hall, Harry Edward Jr.....	130
Mooney, Joseph F.	130
Myers, Vincent	130
Oldham, George Heuey	130
Venezia, Antonio Joseph	130
Anthony, Sally	125
Corbet, John H.	125
Cutsinger, Joyce	125
Fisher, Dorothy	125
Lipscomb, Polly	125
Miller, William A.	125
Passeur, Herbert C.	125
Powell, Dorothy J.	125
Rumble, John C.	125
Smith, Deanne Francis.....	125
Sullivan, Virginia Leigh	125
Tanner, Raymond Lewis ..	125

Honor Points

Zachary, Eda Veal	125
Bailey, Edward O.	120
Canestrari, James K.	120
Chapel, Arden C.	120
Craig, Thomas William	120
Davis, Henry M.	120
Earle, Jack L.	120
Erwin, Ivey Elizabeth	120
Hankins, James Rupert	120
Harmon, Verlon	120
Homra, Charles	120
Hunter, Billy	120
Kelly, John Fitzgerald	120
McAdams, Henry B.	120
Marinus, Genega	120
Panigoni, Albert V.	120
Phillips, Milton W.	120
Porter, Robert S.	120
Reece, Oscar E.	120
Richards, Josephine	120
Scobey, Anne	120
Smith, Mary Rose	120
Smith, Pauline	120
Stathis, John Chris	120
Steckel, William J.	120
Warren, Betty Lou	120
Wilson, William J.	120
Young, Harl	120
Goings, Barbara Anne	115
Graishe, James Q.	115
Holmes, James	115
McCrary, Mary Sue	115
McCarrity, John C.	115
May, Wiley O.	115
Singleton, Anne Brodges	115
Slawson, Henry T.	115
Sparks, Marshall S.	115
Strassner, J. E.	115
Blakemore, Eva Ann	110
Brady, Joseph	110
Brown, Diana	110
Carson, Lillye Ruth	110
Clement, Joanne	110
Diehl, Virginia	110
Dye, Gladys	110

Floyd, Jo Ann	110	Morris, Joyce Audrey	110
Hare, Mary Frances	110	O'Callaghan, Claire Marie..	110
Hartwell, Mary Ann	110	Rier, Donna	110
Howard, George Pierre	110	Sousoulas, Jim G.	110
Juurma, Ulo	110	Walker, Evelyn Jeannette..	110
Lerner, John David	110	Walker, Maurice	110
Manley, Gwen	110	White, Robert	110
Morgan, Peggy	110		

GRADUATES—JUNE, 1949

Alice Ann Abernathy	Frances E. Featherston
Louis M. Ader	Isabelle Josephine Fee
Doris Elaine Agnew	John Stephen Ford
Richard Akle, Jr.	Donna Regina Fortner
Gene Julian Ament	Christine Nichols Gadd
Edward Lee Anderson	Francis R. Garell
Margaret A. Angelo	Helen Gatchell
Edward C. Arnold	Edward Lester Gegan
Frank William Arnold	Herbert F. Glenn, Jr.
William Erby Beall	Margaret Evelyn Gragg
Wiley Gordon Bennett, Jr.	Otis Tyer Gray
William Stevenson Bledsoe	Robert Lesley Guy
John Thomas Boling	Ammon Edgar Haley, Jr.
Nancy Butler Braund	Lee A. Haltom, Jr.
William Murray Cara	Eugene Aldon Hamilton
Susan Jane Carlisle	Joe Glenn Hamilton
Ben Ward Carr	Elmore Harmon, Jr.
Donna Ruth Chambers	Joan Harrell
Kathleen E. Clark	Judson James Hart
Lennie Frances Coleman	Arthur D. Hatcher
Lyman Doyle Cook	James S. Head
Angela Frances Cortese	Damon Broeck Headden
Dorothy Louise Coscia	Florence Alma Henry
John Holland Cox	Wilton Albert Herring, Jr.
William F. Currotto, Jr.	Robert Lewis Higgins
Carl Everet Davis	John M. Highsmith
Dorothy Jean Davis	John C. Hight
Mary Louise Davis	Norma Louise Hooker
Parker Harold Dinwiddie	Thomas Jordan Horton
William Leslie Doyle, Jr.	William David Horth
William Richard Duke, Jr.	George Miller Hugger
James Harold Ellis	Patricia Phillips Hurt
Ralph Byron Farrar	E. L. Hutton, Jr.

James Frank Ingram
Evan J. Jennings
Maryan Johns
Charlotte Johnson
Dorothy Marie Jones
Marcus Katz
Thomas E. Keeton
Julius Franklin Kenney, Jr.
Joseph A. Keywood
Morton Kivel
Arvard R. Koon
Elsie Strong Lane
Frederic Cecil Lineberry
James Thomas Little
S. B. Lowenhaupt, Jr.
William B. Lynn
Mary Annie Nall McCormick
Samuel R. McMurry, Jr.
Alfred Markowitz
Robert Ellis Mason
Clovis Allen Mayo, Jr.
John William Miller
Margaret Frances Miller
Wilma Louise Mooney
Charles C. Moore
Mildred Ellen Moriarty
James Edward Moseley
Frank D. Murchison
Ralph R. Murchison
William C. Oakley
Mary Louise O'Connor
William Frederick Palmore
Theodore Jack Parker
Boyd R. Patterson
Ernest W. Pegram, Jr.
Frank Caldwell Pewitt

Doris Marie Pleasants
Charles K. Pope, Jr.
Alma W. Primm
Joe Quinn
John C. Reilly
Jean Ritnour
H. Clayton Renfro
M. Lorene Richardson
Lela Ann Roberson
Jo Ann Rosenberg
Carl Lee Rousseau
Franklin Vincent Sasso
Doris Ann Scaletta
Frank Hunter Shawhan
Carl Alonzo Smith, Jr.
Doy Smith
Lawrence C. Smith
Bernard Allen Street
Alton G. Tenkhoff
Charles H. Thompson
Donald Thompson
Hubert R. Threlkeld
Edward L. Topp, Jr.
Clifford H. Trundle
Cornelia Walker
Gordon Thomas Wallace
Willie Marie Watkins
Charlie B. Welch
Lurlene Welch
Martha Ray White
Peggy Earline Wilkerson
Ben Daniel Williams, Jr.
William Hargreaves Williams
James L. Wiygul
Thomas C. Yarbrough, Jr.

GRADUATES—AUGUST, 1949

Gladys Akle	Edward D. Hill
Bobby D. Allen	Julian Martin Hollinger
Roberline M. A. Allen	Evelyn Wilma Holstein
Richard Charles Anderson, Sr.	Billy Brown Hoover
George Hudson Andrews	James Martin Hudgins
Emil August Arendt, Jr.	Bette Huffman
John Knox Aycock	James Richard Hunt
Charles J. Bailey	Kenneth Doyle Hurley
Alice Ball	Everett Leon Hurt, Jr.
Truman D. Barnes, Jr.	James Arnold Jarboe
Grover R. Bass	Woodrow W. Jennings
Betty Jane Beard	Virginia Arnette Jeter
Hargis R. Blassingame	Richard Edward Johnson
James Bobo	Donald Lee Reese Jones
Edwin H. Braly	Troxey Virgil Jordan
Frieda Mae Brown	George Richard Kimbrell
Henry Nichols Camferdam	Shirley Mae Kirk
Alma L. Canada	Charles K. Knotts
Oneida Pruette Carpenter	Cyril M. Lagvance
Thomas Glenn Carpenter	George Anthony Lammel, Jr.
Mildred Emily Connor	Doris Carlton Lane
George Frank Cook, Jr.	Benjamin C. Liebermann, Jr.
John Jay Cowan	Daniel Joseph McCarthy
Thomas L. Crook	Robert Howell McCool
Van Hugh Cunningham	Warren Richard McCoy
John J. Curtis, Jr.	James Pope McKnight
Gene Franklin Davis	L. B. Martin
Burnard Lee Dillard	Othel W. Mendrop
Nettie Louise Durham	George O. Miller
Jack Thomas Edwards	William Ralph Miller
James Douglas Edwards	Frank Angus Minnick
Betty Sue Fly	Florence Moore
Robert Malcolm Ford	Virginia C. Moore
Marcus J. Fry, Jr.	Leon N. Morgan
Charles Lloyd Gaglio	Clara Elmer Morris
Sarah Louise Gillespie	Dorothy Rich Morton
Wilfred Golladay, Jr.	Tommy E. Moxley
Gordon H. Griffin	Patricia Anne Hulholland
William Gray Haskins	Stanley V. Mullikin
Paul Haynes	Dorothy Nash
Robert M. Hefley	Peter Frederick Norowski, Jr.
Roy Wesley Hendrix, Jr.	James S. Orr
Thomas C. Herndon	Raymond Parham
Herbert R. Hicks	Tema Frank Parker

Nichols Barker Parrott	William A. Snipes
William G. Phillips, Jr.	Olive Stevens
Robert Slayden Price	Howard Edwin Street
Donald Rogers Pursley	Shirley Evelyn Stuart
Joseph Howard Purser	Catherine Taliaferro
F. Robert Reilly, Jr.	Olive Ray Taylor
William Bruce Reynolds	John L. Todd
Carol Marie Richmond	Samuel P. Tuggle, Jr.
Joseph Raymond Riley	Constance Anne Wall
J. Sam Ringold	William Lowe Waller
Sybil Rogers	Lamar Watson
Mary Elizabeth Russell	Robert M. Webb
Charlotte Eileen Ryan	Richard Noel Welch
Francine Collette Sagot	Gough Wheat
Max Charles Saller, Jr.	William Edwin White
Laurel K. Sanders	Joseph Robert Williamson, Jr.
Doyle Connell Savage	L. Ernest Wilson
Howard A. Scott	Mary Dell Wilson
Andrew Settles	Allison W. Worley
Hilda Milstead Sexton	Julian Kenneth Wright
Thelma McIngvale Shaffer	Peggy Jean Wynne
Gloria Claire Shearin	Johnny Owen Younghanse
Martha Anne Simonds	

WINNER OF THE WOMEN'S ASSOCIATION AWARD, 1949

Jo Ann Rosenberg

INSTRUCTIONS TO APPLICANTS FOR ADMISSION

- 1—If you are entering college for the first time, request your high school principal to mail an official transcript of your credits to the Registrar's Office, Memphis State College, Memphis 11, Tennessee. If you are transferring from another college, request the Registrar to mail an official transcript of your credits to the Registrar of Memphis State College. This request should be made at the same time that your application for admission is mailed in, and at **least thirty days before the date you expect to enter**. Upon receipt of your application and the proper credentials from the last school or college attended, the Registrar will mail you a notice stating whether or not you have been approved for admission to Memphis State College. He cannot notify you of your acceptance until he has received proper credentials.
- 2—If you plan to live in one of the dormitories, make your room reservation at the time you apply for admission by sending a fee of \$3.00. Room reservations will be made in the order in which applications are received.

Upon registration, married veterans are eligible to apply to the Memphis State College Housing Authority for an apartment.
- 3—After you have been enrolled, the head of the department in which you registered will assign you to some member of his staff for counseling.
- 4—Become familiar with the College Catalogue, especially with the requirements of the curriculum you plan to follow and with the course offerings in the departments in which you will major and minor. Students are expected to hold themselves responsible for all information published in the Catalogue on such subjects as registration for and dropping of courses, class attendance, discipline, and student activities.

APPLICATION FOR ADMISSION

to

Memphis State College

I hereby apply for admission to Memphis State College.

I was (or will be) graduated from

..... High School

of on, 195.....
(Address)

with units.

In addition, I have completed quarter hours
of college work in College
and am entitled to honorable dismissal from all colleges
attended.

I wish to reserve a room in the men's....., women's.....,
dormitory for the quarter beginning

195..... I am enclosing three dollars room reservation fee,
which is to be applied to the rental of a room.

I expect to enter on....., 195.....

I was born on at
(Month Day Year)

.....
(Town or County) (State)

.....
(Signature)

Address.....

Date.....

(Applicant should read preceding page for full instructions regarding application for admission.)

